

PROCEEDINGS

Thirty-Seventh Anniversary Conference

**National Association of Student
Personnel Administrators**

Purdue University

Lafayette, Indiana

April 17, 18, 19, 20

1955

P R O C E E D I N G S

Thirty-Seventh Anniversary Conference

of the

NATIONAL ASSOCIATION OF STUDENT
PERSONNEL ADMINISTRATORS

President Dean John H. Stibbs, Tulane University

Vice President Dean John E. Hocutt, University of
Delaware

Vice President Dean W. B. Rea, University of Michigan

Secretary-Treasurer ... Dean Fred H. Turner, University of
Illinois

Executive Committee: The Officers and

Dean Robert E. Bates, Colorado Agricultural and
Mechanical College

Dean Donald R. Mallett, Purdue University

Dean John F. Quinn, University of Rhode Island

Director Joseph A. Rock, Georgetown University

Dean Robert M. Strozier, University of Chicago

Dean Donald H. Winbigler, Stanford University

Dean Ralph A. Young, College of Wooster

Held at

Purdue University

Lafayette, Indiana

April 17, 18, 19, 20, 1955

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STATEMENT OF PRINCIPLES

Adopted by the National Association of
Student Personnel Administrators,
34th Anniversary Conference,
Colorado Springs, Colorado.

The position and work of the Student Personnel Administrator is based upon beliefs that education encompasses the student's whole development towards full and balanced maturity, that each student's education is primarily his own responsibility, and that personnel services must function as an integral part of the total college program to further students' progress towards the objectives which the institution holds for them. He plans and works with faculty, staff, and students for recognition of these principles and for the services, programs, and facilities which implement them.

He contributes to students' understanding and acceptance of the standards, requirements and customs of the educational institution. At the same time, he attempts to have changed any policies, practices or situations which interfere with the students' wholesome growth and learning.

He takes an active part in providing competent professional services as they are needed by students in determining their individual goals and in solving the personal problems which are barriers to their educational progress.

Convinced of the need of students for competence and confidence in social relations, he promotes the development of a campus community which provides broad social opportunities for all students. He seeks also to provide opportunity for students to gain experience in democratic living, in self-determination, in cooperative endeavor and in leadership, and from that experience to learn a keen sense of responsibility for themselves and for service to others.

He helps to establish effective communication of student needs, interests and opinions to the faculty and administration, and communication of faculty and administration opinion and policy to students. He encourages personal relationships between students and faculty because he believes the knowledge and understanding gained is vital to the best work of both.

Because the relationship of college students to persons in authority may influence attitudes held through life, he takes active leadership about the discharge of institutional responsibility according to established principles which are clearly stated, and insists upon fairness, honesty and due respect for the dignity and welfare of students.

P R O G R A M

THE THIRTY-SEVENTH ANNIVERSARY CONFERENCE

SUNDAY, April 17, 1955

9:00 A.M. Registration - Registration Desk, Great Hall of the Union.
(This place will serve as Headquarters throughout the Conference.)

Special Note for Wives of Deans: Wives are invited to attend the banquet Monday evening, the Tuesday dinner, and the Wednesday luncheon.

REGISTRATION COMMITTEE:

Assistant Dean David W. Robinson, Chairman, DePauw University
Dean Rudolph D. Anfinson, Eastern Illinois State College
Dean Thomas L. Broadbent, University of California (Riverside)
Assistant Dean Robert R. Conroy, Marquette University
Dean Robert F. Etheridge, Southern Illinois University
Dean Don S. Harper, Southeastern Louisiana College
Associate Dean Byron C. Hayes, Lehigh University
Dean W. L. Penberthy, Agricultural and Mechanical College of Texas
Director Everette L. Walker, Evansville College
Director O. Hoyt Williams, University of Texas

COMMITTEE ON RECEPTION AND HOSPITALITY:

Dean Jack Matthews, Chairman, University of Missouri
Dean R. C. Beaty, University of Florida
Dean Ed. L. Cloyd, North Carolina State College
Dean I. Clark Davis, Southern Illinois University
Dean Ralph E. Dunford, University of Tennessee
Dean D. H. Gardner, University of Akron
Dean Tom King, Michigan State College
Dean Arno Nowotny, University of Texas
Dean Anthony C. O'Flynn, Loyola University (New Orleans)

11:00 A.M. Services in the Churches of Lafayette.

2:00 P.M. Meeting of the Executive Committee - Room 318, Union.

2:00 P.M. Meetings of Commissions and Committees:

1. Commission V - Relationships with the Field of Social Sciences, Vice President Frank Piskor, Syracuse University, Chairman, Room 302, Union.
2. Cooperating Committee with U.S.N.S.A., Dean Mylin Ross, Ohio State University, Chairman, Room 304, Union.
3. Liaison Committee with N.C.C.F.S., Dean Robert W. Bishop, University of Cincinnati, Chairman, Room 305, Union.

SUNDAY, April 17, 1955 (Cont'd.)

4. Committee to work with Mr. Taylor of A.I.A. - Housing for Single and Married Students, Dean Frank C. Baldwin, Chairman, Room 261, Union.

2:00 P.M. Meetings of other Commissions and Committees at the call of the Chairmen. Chairmen can secure meeting room assignments at Registration Desk.

5:00 P.M. Orientation Meeting for New Deans and New Members - West Faculty Lounge.

Chairman, Dean Ralph A. Young, College of Wooster.

Quizzers:

Dean Joseph C. Clarke

Trinity College

Dean Charles O. Decker

University of Idaho

Vice President Raymond Kelley

University of Santa Clara

Dean Gilbert C. MacDonald

Northeastern University

Assistant Dean Jack V. Collins

Southwestern Louisiana Institute

Answer Men:

The Officers and

Members of the

Executive Committee

6:30 P.M. Dinner - Cafeteria or Chestnut Room. (On your own - a group dinner is not planned, nor will there be a dinner program.)

8:00 P.M. Informal Get-together - South Ballroom, Union - Purdue University Host.

Readings - Dr. George A. Davis, Director, Division of Adult Education, Purdue University.

Music - Purdue Musical Organizations.

SUNDAY, April 17, 1955 (Cont'd.)

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Readings - Dr. George A. Davis, Director, Division of Adult Education, Purdue University.

Music - Purdue Musical Organizations.

MONDAY, April 18, 1955

8:00 A.M. Breakfast Meetings of Commissions and Committees:
(Meetings will be held in the Cafeteria, Union.)

1. Commission I - Professional Relationships, Dean B. L. Hyink, University of Southern California, Chairman.
2. Commission II - Principles and Professional Ethics, Dean D. H. Gardner, University of Akron, Chairman.
3. Commission III - Development and Training of Student Personnel Administrators, Dean John E. Hocutt, University of Delaware, Chairman.
4. Commission VI - Services to the General Educational Effort, Dean Frank E. Bowditch, Massachusetts Institute of Technology, Chairman.
5. Committee to Work in Cooperation with Mr. Jacobs of A.C.E., Dean Robert M. Strozier, University of Chicago, Chairman.
6. Cooperating Committee with the National Interfraternity Conference, Dean Glen T. Nygreen, Kent State University, Chairman.
7. Committee on Residence Hall Administration, Dean Donald R. Mallett, Purdue University, Chairman.

9:00 A.M. Registration (Continued) - Great Hall of Union.

9:00 A.M. First General Session of the 37th Anniversary Conference - South Ballroom, Union. President John H. Stibbs, Dean of Students, Tulane University, presiding.

Invocation - Dean J. J. Somerville, Ohio Wesleyan University.

Welcome - President Frederick L. Hovde, Purdue University.

Announcements - Dean Fred H. Turner, Secretary, University of Illinois.

9:30 A.M. Panel Discussion: "Effectiveness of the Modern Student Personnel Program" - South Ballroom, Union.

Moderator: Dean John H. Stibbs, Tulane University.

Panel: Dr. Clarence Scheps, Comptroller, Tulane University.
President, Victor F. Spathelf, Ferris Institute.
Vice President, Robert B. Stewart, Purdue University.

9:30 A.M. Informal Get-together for Wives of Deans in Attendance - West Faculty Lounge - Coffee and donuts.

MONDAY, April 18, 1955 (Cont'd.)

11:45 A.M. Conference Photograph - Steps of the Chemistry Building.

12:15 P.M. Luncheon - North Ballroom, Union.

Conference Tables for Discussion of Special Topics. See listings on Page xi. Sign up at Registration Desk.

2:00 P.M. Second General Session - South Ballroom, Union.

Dean Donald H. Winbigler, Stanford University, presiding.

The President's Address - Dean John H. Stibbs, Tulane University.

3:00 P.M. Group Conference No. 1 for group discussion of the Panel - "Effectiveness of the Modern Student Personnel Program."

See Chart on Page xvi for Group Assignments, Places of Meetings, Chairman, Recorders, and Interrogators.

NOTE: All group conferences will be by size of institutions except Technical and Engineering Institutions which will meet as Group V.

6:30 P.M. Annual Banquet - North Ballroom, Union (Dress Optional).

Dean Stibbs presiding.

Invocation: Dean James C. McLeod, Northwestern University.

Introduction of Guests.

Entertainment - Purdue Glee Club.

Address - "When I Was a Child..." - Doctor Howard Mumford Jones, Professor of English, Harvard University.

TUESDAY, April 19, 1955

- 9:00 A.M. Third General Session - South Ballroom, Union.
Dean W. B. Rea, University of Michigan, presiding.
Panel Discussion: "The Role of the Dean of Men."
Moderator: Dean Frank C. Baldwin, Cornell University.
Panel: Director Ray Hawk, University of Oregon.
Associate Dean W. D. Holderman, Oberlin College.
Dean Juan Reid, Colorado College.
Dean John E. Stewart, University of Maine.
Dean T. W. Zillman, University of Wisconsin.
- 10:30 A.M. Group Conference No. II for Discussion of Addresses by President Stibbs and Professor Howard Mumford Jones.
See Chart on Page xvii for Group Assignments.
- 12:15 P.M. Luncheon - North Ballroom, Union.
Conference Tables for Discussion of Special Topics. See listings on Page xi. Sign up at Registration Desk.
- 1:45 P.M. Group Conference No. III for Discussion of Deans of Men's Panel.
See Chart on Page xviii for Group Assignments.
- 3:00 P.M. Fourth General Session - South Ballroom, Union, Dean Stibbs Presiding. A report from the National Association of Foreign Student Advisers by Dr. James M. Davis, Director, The International Center, University of Michigan.
- 3:20 P.M. Commission and Committee Reports.
- 6:30 P.M. Dinner - North Ballroom, Union. (No program is planned for this dinner.) Meetings of Commissions, Committees, and Special Groups will be scheduled after dinner as requested. Arrangements for these meetings should be made with the Program Chairman as early in the Conference as possible.

WEDNESDAY, April 20, 1955

- 9:00 A.M. Fifth General Session - South Ballroom, Union, Dean Stibbs presiding. Commission and Committee reports continued.
- 10:30 A.M. Annual Business Meeting. Election of Officers. Unfinished Business.
- 12:15 P.M. Luncheon Meeting, Sixth General Session - North Ballroom, Union. Dean Stibbs presiding.
- Invocation: Dean Edward F. Bosworth, Oberlin College.
- Address: "Emotions and the Curriculum" - Dr. Dana L. Farnsworth, M.D., Director of University Health Services, Harvard University.

TOPICS FOR LUNCHEONS, MONDAY AND TUESDAY,
April 18 and 19

1. Activities Administration - Director James D. Marsh, Wayne University.
2. Athletes and Athletic Events Problems - Director Geary Eppley, University of Maryland.
3. Disciplinary Problems - Junior Dean William S. Guthrie, Ohio State University.
4. Dormitory Problems I - Assistant Dean Arthur H. Kiendl, University of Chicago.
5. Dormitory Problems II - Dean J. Towner Smith, Western Michigan College.
6. Foreign Students - Dean John F. McKenzie, Boston University.
7. Fraternities I - Dean M. D. Helser, Iowa State College.
8. Fraternities II - Dean Hurford E. Stone, University of California (Berkeley).
9. Graduate Work in the Field - Dean E. G. Williamson, University of Minnesota.
10. Housing and Housing Shortages - Assistant Dean Milton W. Overholt, Ohio State University.
11. National Student Association - Dean Mylin Ross, Ohio State University.
12. Orientation I - Dean L. Gray Burdin, Butler University.
13. Orientation II - Dean George K. Brown, St. Lawrence University.
14. Professional and Honorary Organizations - Dean William A. Medsey, University of New Hampshire.
15. Special Problems in Municipal Institutions - Dean Frank A. Grammer, Newark College of Engineering.
16. Special Problems in Teachers Colleges - Dean Howard G. Johnshoy, Ball State Teachers College
17. Student Aid, Loans, Employment, Scholarships - Dean John A. Brown, Jr. Temple University.
18. Student Health Service Relationships - Dean Noble B. Hendrix, University of Alabama.
19. Student Union Relationships - Director Kenneth M. Collier, Ball State Teachers College.
20. Student Publications - Dean R. R. Oglesby, Florida State University.

ROSTER OF COMMITTEES

Conference Reporter - Mr. Leo Isen, Chicago, Illinois

Registration Secretary - Miss Hazel Yates, University of Illinois

Conference Program Co-Chairmen - Dean John E. Hocutt, University of Delaware
Dean Donald R. Mallett, Purdue University

Host Committee - Assistant Dean D. J. Grier, Co-Chairman, Purdue University
Assistant Dean O. D. Roberts, Co-Chairman, Purdue University
Dean L. Gray Burdin, Butler University
Dean Robert Calvert, Hanover College
Assistant Dean Leo R. Dowling, Indiana University
Dean Howard G. Johnshoy, Ball State Teachers College
Dean Luther P. Koepke, Valparaiso University
Dean Donald R. Mallett, Purdue University

ROSTER OF COMMITTEES (Cont'd)

Host Committee - Dean Adam W. Miller, Anderson College and Theological
(Cont'd) Seminary

Dean Lawrence A. Riggs, DePauw University

Associate Dean Robert H. Shaffer, Indiana University

Dean Paul Uhlinger, Taylor University

Committee on Nominations and Place

(Made up of all Past Presidents in attendance, plus three members elected by the Association. The Senior Past President present serves as the Chairman.)

Dean Scott H. Goodnight, University of Wisconsin (1)	1919 (1), 1928 (10)
Dean Floyd Field, Georgia Institute of Technology	1927 (9)
Dean W. E. Alderman, Miami University	1936 (18)
President D. S. Lancaster, Longwood College	1937 (19)
Dean D. H. Gardner, University of Akron	1938 (20), 1939 (21)
Vice President J. J. Thompson, St. Olaf College	1941 (23)
Vice President J. H. Julian, University of South Dakota	1944 (26)
Dean Arno Nowotny, University of Texas	1947 (29)
Dean E. L. Cloyd, North Carolina State College	1948 (30)
Dean J. H. Newman, University of Alabama	1949 (31)
Dean L. K. Neidlinger, Dartmouth College	1950 (32)
Dean Wesley P. Lloyd, Brigham Young University	1951 (33)
President A. Blair Knapp, Denison University	1952 (34)
President Victor F. Spathelf, Ferris Institute	1953 (35)
Dean Robert M. Strozier, University of Chicago	1954 (36)

Elected Members

Dean Frank C. Baldwin, Cornell University

Dean Robert W. Bishop, University of Cincinnati

Dean L. Dale Faunce, The State University of Iowa

Alternates

Dean Carl W. Knox, Miami University

Dean James C. McLeod, Northwestern University

Associate Dean Robert H. Shaffer, Indiana University

Committee on Luncheon Tables

Dean Carl W. Knox, Chairman, Miami University

Director Jack W. Graham, Southern Illinois University

Director Joe W. Guthridge, Virginia Polytechnic Institute

Dean Robert Moore, Arkansas State College

Director John R. Weir, California Institute of Technology

Assistant Dean B. A. Zinn, Agricultural and Mechanical College of Texas

Committee on Resolutions

Dean James G. Allen, Chairman, Texas Technological College

Dean Cornelius B. Boocock, Rutgers University

Dean Arch B. Conklin, Bowling Green State University

Director Geary Eppley, University of Maryland

Dean Lyle D. Leach, University of California (Davis)

Dean E. E. Stafford, University of Illinois

Dean Harold Stewart, Wayne University

Dean Victor T. Trusler, Kansas State Teachers College (Emporia)

ROSTER OF COMMITTEES (Cont'd)

Liaison Committee with N.C.C.F.S.

Dean Robert W. Bishop, Chairman, University of Cincinnati
Dean Robert S. Hopkins, Jr., University of Massachusetts
Dean William H. Medsey, University of New Hampshire

Joint Committee on Student Discipline, Principles and Procedures
(With National Association of Deans of Women and American
College Personnel Association.)

Junior Dean William S. Guthrie, Chairman, Ohio State University
Director Lysle W. Croft, University of Kentucky
Dean M. D. Helser, Iowa State College
Dean Carl W. Knox, Miami University
Director Joseph A. Rock, Georgetown University

Committee to Work in Cooperation with Mr. Jacobs of A.C.E.

Dean Robert M. Strozier, Chairman, University of Chicago
Dean Cornelius B. Boocock, Rutgers University
Dean Charles W. Duhig, Brandeis University
Dean Arden O. French, Louisiana State University
Dean M. E. Jarchow, Carleton College
Dean Carl W. Knox, Miami University
Dean John F. Quinn, University of Rhode Island
Dean Fred H. Weaver, University of North Carolina

Committee to Work with Mr. Taylor of A.I.A. Housing for Single and
Married Students

Dean Frank C. Baldwin, Chairman, Cornell University
Assistant Dean Mark Barlow, Cornell University
Dean E. R. Durgin, Brown University
Dean Noble D. Hendrix, University of Alabama
Assistant Dean A. H. Klendl, University of Chicago
Dean Laurence C. Woodruff, University of Kansas
Director John Yarborough, Stanford University

Cooperating Committee with U.S.N.S.A.

Dean Mylin Ross, Chairman, Ohio State University
Dean M. D. Helser, Iowa State College
Dean H. E. Stone, University of California
Dean Robert M. Strozier, University of Chicago
Assistant Dean Dennis Trueblood, University of Kansas

Cooperating Committee with National Interfraternity Conference

Dean Glen T. Nygreen, Chairman, Kent State University
Assistant Dean B. H. Atkinson, University of California (Los Angeles)
Director James E. Foy, Alabama Polytechnic Institute
Assistant Dean Roger Fritz, Purdue University
Dean Tom King, Michigan State College
Assistant Dean W. S. Zerman, University of Michigan

Special Committee on Memberships of Liberal Arts Colleges

Dean S. J. House, Chairman, Carroll College
Dean Ralph A. Young, College of Wooster

ROSTER OF COMMITTEES (Cont'd.)

Committee on Residence Hall Administration

Dean Donald R. Mallett, Chairman, Purdue University

Dean John F. Quinn, University of Rhode Island

Dean Robert E. Bates, Colorado Agricultural and Mechanical College

Committee on Institutional Dues and Fees

Dean Donald H. Winbigler, Chairman, Stanford University

Dean Donald R. Mallett, Purdue University

Dean John H. Stibbs, Tulane University

Dean Fred H. Turner, University of Illinois

Dean Ralph A. Young, College of Wooster

Committee on Public Relations

Dean W. Lyle Willhite, Chairman, Knox College

Dean Robert Calvert, Hanover College

Assistant Dean G. A. Hagerman, University of Akron

 THE COMMISSIONS

Commission No. I

Professional Relationships

Dean B. L. Hyink, Chairman, University of Southern California

Dean Theodore W. Biddle, University of Pittsburgh

Dean Clarence E. Deakins, Illinois Institute of Technology

Dean John P. Gwin, Beloit College

Dean Arno J. Haack, Washington University

Dean V. T. Trusler, Kansas State Teachers College (Emporia)

Commission No. II

Principles and Professional Ethics

Dean Donfred H. Gardner, Chairman, University of Akron

Dean W. W. Blaesser, University of Utah

Director Donald M. DuShane, University of Oregon

Dean Wesley P. Lloyd, Brigham Young University

Dean Harold Stewart, Wayne University

Commission No. III

Development and Training of Student Personnel Administrators

Dean John E. Hocutt, Chairman, University of Delaware

Assistant Dean Vernon R. Alden, Harvard Graduate School of Business Administration

Associate Dean B. J. Borreson, University of Minnesota

Dean John A. Brown, Jr., Temple University

Assistant Dean Thomas A. Graves, Harvard Graduate School of Business Administration

Associate Dean Chaffee E. Hall, University of California (Berkeley)

Assistant Dean R. E. Hulet, University of Illinois

Dean Carl A. Kallgren, Colgate University

Dean Guy T. McBride, Rice Institute

Dean Theodore W. Zillman, University of Wisconsin

THE COMMISSIONS (Cont'd.)

Commission No. III

Development and Training of Student Personnel Administrators (Cont.d)

Advisory Board

Dean F. R. B. Godolphin, Princeton University

Assistant Dean J. Leslie Rollins, Harvard Graduate School of Business
Administration

Dean John H. Stibbs, Tulane University

Dean Robert M. Strozier, University of Chicago

Commission No. IV

Program and Practices Evaluation

Dean Robert B. Kamm, Chairman, Drake University

Dean I. Clark Davis, Southern Illinois University

Dean L. Dale Faunce, State University of Iowa

Dean Waldo Shumway, Stevens Institute of Technology

Dean E. G. Williamson, University of Minnesota

Commission No. V

Relationships with the Field of Social Sciences

Vice President Frank Piskor, Chairman, Syracuse University

Dean Harold Bitner, University of Hawaii

Dean A. J. Blackburn, Howard University

Dean Thomas L. Broadbent, University of California (Riverside)

Dean George K. Brown, St. Lawrence University

Dean Clifford J. Craven, State University Teachers College (Oneonta, N.Y.)

Dean W. Storrs Lee, Middlebury College

Dean Donald G. Robertson, University of North Dakota

Commission No. VI

Services to the General Educational Effort

Dean E. Francis Bowditch, Chairman, Massachusetts Institute of Technology

Assistant Dean Vernon R. Alden, Harvard Graduate School of Business Adminis-
tration

Counselor Richard L. Balch, Stanford University

Associate Dean B. J. Borreson, University of Minnesota

Dean Fred H. Weaver, University of North Carolina

CONFERENCE NO. I
3:00 P.M., Monday, April 18, 1955
(On The President's Panel)

GROUP I Institutions with up to 1,500 students ROOM 231, UNION	Chairman: Dean John P. Gwin, Beloit College Recorder: Director Joseph T. Clark, Canisius College Interrogators: Dean Mark Almli, St. Olaf College Dean Edwin J. Saddlemire, State University of New York Teachers College (Genesco) Dean Edwin J. Stillings, Drury College
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GROUP II Institutions with 1,500 to 4,000 students ROOM 230, UNION	Chairman: Dean E. R. Durgin, Brown University Recorder: Dean E. Glynn Abel, Southwestern Louisiana Institute Interrogators: Director Richard R. Fletcher, University of Virginia Dean Jay B. MacGreagor, University of Omaha Dean Malcolm Musser, Bucknell University
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GROUP III Institutions with 4,000 to 7,000 students ROOM 363, UNION	Chairman: Dean Robert S. Hopkins, Jr., University of Massachusetts Recorder: Dean Donald S. Parks, University of Toledo Interrogators: Dean Robert B. Cox, Duke University Director James E. Foy, Alabama Polytechnic Institute Assistant Dean H. H. Stephenson, Miami Univ.
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GROUP IV Institutions with 7,000 or more students SOUTH TOWER ROOM, UNION	Chairman: Dean Laurence C. Woodruff, Univ. of Kansas Recorder: Counselor M. L. Huit, State Univ. of Iowa Interrogators: Assistant Dean Byron H. Atkinson, University of California (Los Angeles) Assistant Dean Richard E. Hulet, University of Illinois Vice President Frank Piskor, Syracuse Univ.
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GROUP V Technical and Engineering Institutions ROOM 312, UNION	Chairman: Dean C. E. Deakins, Illinois Institute of Technology Recorder: Dean Philip Price, Clarkson College of Technology
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CONFERENCE NO. II

10:30 A.M., Tuesday, April 19, 1955

(On Addresses by Pres. John H. Stibbs and Professor Howard Mumford Jones)

GROUP I
Institutions
with up to
1,500 students
ROOM 231, UNION

Chairman: Dean Carl A. Kallgren, Colgate University
Recorder: Dean Jorgen S. Thompson, Augustana College
Interrogators: Dean A. W. Baisler, State University of
New York Teachers College (Cortland)
Dean Virgil E. Fogdall, Lewis and Clark
College
Dean Paul G. Uhlinger, Taylor University

GROUP II
Institutions
with 1,500 to
4,000 students
ROOM 230, UNION

Chairman: Director Edward Voldseth, Drake University
Recorder: Dean Leslie Tucker, Bradley University
Interrogators: Dean A. J. Blackburn, Howard University
Assistant Dean R. L. Hansford, University
of Akron
Dean Joseph L. McDonald, Dartmouth College

GROUP III
Institutions
with 4,000 to
7,000 students
ROOM 363, UNION

Chairman: Dean J. Thomas Askew, University of Georgia
Recorder: Dean J. C. Clevenger, State College of
Washington
Interrogators: Director John E. Bentley, American University
Assistant Dean Burns D. Crookson, University
of Utah
Dean Raymond R. McAuley, Marquette University

GROUP IV
Institutions
with 7,000 or
more students
SOUTH TOWER
ROOM, UNION

Chairman: Dean Fred H. Weaver, University of North
Carolina
Recorder: Assistant Dean Robert D. Gordon, University
of Texas
Interrogators: Dean Donald R. Anderson, University of
Washington
Associate Dean Robert H. Shaffer, Indiana
University
Dean Frank J. Simes, Pennsylvania State
University

GROUP V
Technical and
Engineering
Institutions
ROOM 312, UNION

Chairman: Dean Paul C. Eaton, California Institute of
Technology
Recorder: Dean M. V. Burger, Colorado School of
Mines

CONFERENCE NO. III
1:45 P.M., Tuesday, April 19, 1955
(On the Dean of Men's Panel)

GROUP I
Institutions
with up to
1,500 students
ROOM 231, UNION

Chairman: Dean Everett Hunt, Swarthmore College
Recorder: Dean F. E. Weyer, Hastings College
Interrogators: Dean R. W. Cheney, Springfield College
Dean Howard Hoogesteger, Lake Forest College
Assistant Dean Jack Horenberger, Illinois Wesleyan University

GROUP II
Institutions
with 1,500 to
4,000 students
ROOM 230, UNION

Chairman: Dean E. H. Rece, Emory University
Recorder: Dean J. W. Rollins, East Texas State Teachers College
Interrogators: Associate Dean Edgar G. Curtin, Rutgers University
Dean J. B. Jackson, University of South Carolina
Dean R. N. Linkins, Illinois State Normal University

GROUP III
Institutions
with 4,000 to
7,000 students
ROOM 363, UNION

Chairman: Dean Glen T. Nygreen, Kent State University
Recorder: Assistant Dean William R. Nester, University of Cincinnati
Interrogators: Dean H. Pierce Atkins, University of Rochester
Director Joseph G. Gluck, West Virginia University
Dean Dan Poling, Oregon State University

GROUP IV
Institutions
with 7,000 or
more students
SOUTH TOWER
ROOM, UNION

Chairman: Dean R. F. McGuigan, Northwestern University
Recorder: Counselor Richard L. Balch, Stanford University
Interrogators: Dean Foster E. Alter, University of Miami
Dean T. W. Biddle, University of Pittsburgh
Dean Arden O. French, Louisiana State University

GROUP V
Technical and
Engineering
Institutions
ROOM 312, UNION

Chairman: Dean Harold M. Myers, Drexel Institute of Technology
Recorder: Dean E. Francis Bowditch, Massachusetts Institute of Technology

ORIENTATION MEETING

SUNDAY AFTERNOON, APRIL 17, 1955

The Orientation Meeting for New Deans and New Members of the Association, held in conjunction with the Thirty-Seventh Anniversary Conference of the National Association of Student Personnel Administrators, in the West Faculty Lounge of the Union, Purdue University, Lafayette, Indiana, April 17-20, 1955, convened at five o'clock, Dean Ralph A. Young, College of Wooster, Wooster, Ohio, presiding.

CHAIRMAN YOUNG: Gentlemen, it is time for us to come to order. May I suggest that you move up and take these front seats. This is a very informal meeting. We would like to have the front seats occupied.

As you know from the program, this is an orientation meeting. I think, in simpler English, it is an occasion on which we hope to accomplish two things. For one thing, we would like to give the kind of information which those of you who are new to the organization would like to have, and in the second place, we would like to communicate to you some of the feeling that the men have about this particular organization.

Before we launch out on either one of these points directly, we would like to be a little better acquainted than we are now. I will introduce the members of the executive committee who are supposed to be the men with all the answers, and then we are going to ask the new men to introduce themselves.

The first person I would like to present is Jack Stibbs, the President of the organization from Tulane University, the Dean of Students down at Tulane. Jack, will you stand up please.

The second person is another John, John Hocutt, Vice President, from the University of Delaware.

Then there is "Bud" Rea from the University of Michigan, who is a Vice President.

Then the man who really makes the wheels of this organization turn around, an insignificant fellow over here who doesn't do anything much as far as the organization is concerned (laughter), Fred Turner. He takes a special bow. He is Secretary-Treasurer and those titles do not begin to cover what he really is so far as the organization is concerned.

Then there are other members of the executive committee. There is Bob Bates from Colorado A. and M.; Don Mallett from

Purdue, our host; John Quinn from the University of Rhode Island; Father Rock from Georgetown University; Bob Strozler from the University of Chicago; Don Winbigler from Stanford University; and the chairman happens to be here at the bottom of the list.

Now I am going to ask that the Quizzers of this program, the four that are here -- Decker is getting in tomorrow morning and is not able to come to begin the program, or the part that deals with the self introduction.

We would like each of you to tell the group where you come from, at least one or two of the institutions where you have studied, and then we would like to know how on earth you came to get into this work anyway.

The third point will have some element of curiosity in it, but it will also help us to understand why people do these things, maybe. (Laughter)

So we will start off over here to my right.

VICE PRESIDENT RAYMOND KELLEY (Vice President Student Affairs, University of Santa Clara): Santa Clara, California. I came by air coach, and didn't know where I came from when I got in the hotel and signed "the University of California."

I went to Santa Clara University and to Gonzaga University.

I don't know how in the world I got into the business. The only training I had for it was being part of a family of twelve children and working for twelve years as an animated cartoonist before I changed jobs and decided to study to be a Jesuit. At Santa Clara our dean of men is strictly in loco parentis. We are a boarding school and our personnel services consist largely in encouraging the young men to be young men and not boys.

I have been on the job two and a half years and am still wondering what it is all about. When I was asked to serve on this panel I tried to get out of it because the reason, as I wrote, that I wanted to join this organization was because I not only don't know the answers, I don't even know the questions. (Laughter)

ASSISTANT DEAN JACK V. COLLINS (Southwestern Louisiana Institute, Lafayette, Louisiana): I am Assistant Dean of Men to Glynn Abel. I am originally from Texas, however, this is my first year in Louisiana.

I did my undergraduate work at North Texas State, and my graduate work at Texas Tech. I got into this field because I am interested in it primarily. I was a coach prior to getting into this field, along with many others. I enjoy it very much. We think that Lafayette has more significance for Lafayette, Louisiana in this gigantic student union. We are in the process of building our own student union, and it is not quite as large as this one.

I have had the opportunity to work under some brilliant men in this field. I would say brilliant -- very nice personalities -- and it stimulated me to the degree that I have wanted to become a member of this organization, and I was highly honored when they asked me to be one of the Quizzers, and I have a few stimulating questions that I want to put before the group, if I may.

DEAN GILBERT C. MacDONALD (Northeastern University, Boston, Massachusetts): I got an engineering degree originally from Northeastern, but it was in the depression and I could not get a job so I got a school teaching job instead.

After a few years as a high school teacher and in guidance work, I thought I would go back to engineering, but the Navy caught up to me, and when I got out I was at loose ends and just bumped into my Alma Mater at Northeastern. In the meantime I had gotten my other work at Boston University.

I started out as Admissions, and by that time Northeastern being a growing institution, needed someone to help Harold Melvin in the Dean of Students office, and they put the finger on me. I have been with him now for seven or eight years.

I am not sure that I have stimulating questions. I have a couple that I would like to ask, and I will do it when the time comes.

DEAN JOSEPH C. CLARKE (Trinity College, Hartford, Connecticut): I attended Penn State, Springfield College and did some work at Trinity.

At present I am dean of students. I arrived there by way of the Physical Education Department, as it seems many deans of students do. I coached some time in football, swimming and track. In fact I have the distinction of being the first swimming coach at Trinity College, first Varsity Coach, the first Freshman coach, the first Assistant Dean the College ever had, and the first Dean of Students, and two years ago our very efficient public relations director gave me a new title, and I assure you I guess I was

the first to have it, but in making up the bulletin he listed me as "Dean of Stud." (Laughter)

CHAIRMAN YOUNG: We want to meet the other new deans who are not Quizzers. We will start here on the right and continue the good job started here by the others. So we will have the same process. I hope you all know whether or not you are a new dean. If you don't, we will ask Fred Turner. He knows everything.

DEAN GEORGE B. PETERS (Dean of Men, University of Pennsylvania): I graduated from the Wharton School of Business and Finance. I graduated during the depression and couldn't face going out into business. I stayed at the University, except for four years in the Navy. I have been there ever since.

DEAN DEAN E. HACKETT (Assistant Dean of Men, Heidelberg College): I did work at Wisconsin and Northwestern University, and went to pick up some education courses at Illinois State Normal University. They built a new dormitory, so I took over to try to help run that. I got interested, went to Cornell, started graduate work there, and am now back working again.

ASSISTANT DIRECTOR W. KENNETH BOEHMERT (Assistant Director of Admissions, Oberlin College): I fell into this racket I think perhaps even as a student. Really as a student I was in their under graduate counseling program. Since my graduation from Oberlin I have been with them in the capacity of Assistant Dean of Admissions. My being here today is more in the way of a guest rather than as a professional dean of students.

DEAN EDWIN J. STILLINGS (Drury College): I took undergraduate work at Hiram College, my Ph.D at the University of Chicago. Last fall Frank Clippinger, the former dean of men, was made Academic Dean, and the president called me in to ask me if I would become the dean of men. For some strange reason that I will never know I said I would accept. (Laughter)

ACTIVITIES ADVISER FRED P. KRAMER (University of Wisconsin): My title is Activities Adviser and I am assisting Dean Zillman, who is the dean of men. My background has been pretty much one of drifting into this kind of business also. I was active in student activities as a student, and when I found that the chick hatchery business wasn't exactly what I thought it was going to be, I went back for some graduate work and have been working at the University since that time. I have been at the University as an activities adviser for the last three years.

SUPERVISOR LOUIS C. STAMATAKOS (Texas Technological College; Supervisor, Sneed Hall): I have done my undergraduate

work at Indiana University. I went down to Texas Tech in dormitory supervision for three years. I guess I could be classified as a glorified Mary Worth. (Laughter) I am very interested in the work and do hope to stay in it.

DEAN STANLEY X. LEWIS (Dean of Men, Louisiana Polytechnic Institute): During my undergraduate work at Louisiana Tech and graduate work at Arkansas, just by chance, I fell into this program through serving as a proctor in my undergraduate work and then continuing as a residence director, following my undergraduate work, and moving back there as the dean of men following World War II.

DEAN DONALD K. ANDERSON (University of Washington): I studied at the University of Michigan and worked at Michigan, Illinois, California and Washington.

As for my reason for being in this business, I am reminded of a sign in a gas station in West Texas which said, "Don't ask for information. If we knew anything we wouldn't be here." (Laughter)

ADVISER JACK HORENBERGER (Illinois Wesleyan University): It seems that just three years ago the dean of men decided to leave about the 10th of September, and I was the athletic director and basketball coach, so for some reason or other, as many others have found out, they turned to the athletic department and asked me to take over as assistant dean, or as adviser for men.

DIRECTOR JOSEPH T. CLARK (Director, Student Personnel Service, Canisius College of Buffalo): I did my early studies at Fordham, and then I decided to become a Jesuit. They were good enough to take me, and I did my undergraduate studies with them. My graduate work at St. Louis University, and the Doctor of Philosophy at Harvard University. I taught philosophy for twelve years and wrote a book which certain people thought was good, including the president of Canisius College of Buffalo, New York, who was on the threshold of planning for the tidal wave of students coming up and also for the development of Buffalo through the new seaway, and so on. He said it was his personal experience that the best scholar makes the best administrator, so he asked that they let him have me set up the office of Director of Student Personnel Services. I did it in seven months. I do not know how much longer they will keep me in.

DIRECTOR EVERETTE WALKER (Director Student Personnel Services, Evansville College): I started at Illinois Wesleyan Annex College and went to the University of Illinois. I have a

Masters in Religious Education, and worked with Dean Rumbaugh in the education situation. Then I went to Evansville and finished up my Doctorate at Indiana University.

DEAN LESLIE L. MARTIN (Dean of Men, University of Kentucky): I wrote to Fred Turner and thanked him for his consideration in having this meeting here. Not only is it my home town, but my Alma Mater. I have two degrees in Purdue. It is something that I will not try to explain to these Purduians here, but I have a doctorate from the University of Indiana. I am in this business by intent. I started out many years ago to be a public school psychologist, and I have been stuck with it ever since. Thank you.

DEAN P. H. RATTERMAN (Dean of Men, Xavier University): I am Patrick H. Ratterman, which should be explained. (Laughter) As my father said when I was born on Saint Patrick's day, "Any Dutchman who is stupid enough to be born on Saint Patrick's Day deserves to be called Patrick." So I was called Patrick. (Laughter) I think Dean Rea will be pleased, or amazed, to know that I am one of the few priests from the University of Michigan -- in captivity, that is -- and what might amaze you more, I am a member of the Delta Kappa Epsilon, better known to some of you as "the drunken Dekes." Those were in my undergraduate days, of course. (Laughter)

I am Dean of Men at Xavier University in Cincinnati. I am not assisting anybody, and, gentlemen, nobody is assisting me. (Laughter)

DEAN FRANCIS MOORE, S.J. (Dean of Men, University of San Francisco) I did my undergraduate work in Santa Clara University in Gonzaga University in Spokane. I have been staying around here quite a while waiting for this meeting. I was back in Kansas City a few weeks ago, and by the time we got through celebrating in Kansas City it was almost time for this meeting to start, so I stayed. (Laughter)

I was appointed to this job of Dean of Men last summer. Some heads thought that I might be able to handle the young men in the University, since I had just completed a tour as a Chaplain in the Marine Corps overseas. (Laughter)

DEAN HENRY Y. McCOWN (Dean of Student Services, University of Texas): My background: U. S. Naval Academy, and most of my life has been spent in the Navy. I am a retired Navy Captain. I got into this work purely by chance. It so happened that at the time I retired I was professor of Naval Science at the University of Texas Mr. E. J. Mathews who had been registrar and dean of

admissions for several years was also retiring. So I succeeded him as registrar and dean of admissions, and have been in that position since 1949.

This last year we had a management survey made, in which they recommended this new position, Dean of Student Services, which includes the office of the registrar, student life, student health, testing and guidance and inter-collegiate athletics. So that is the new position of the Dean of Student Services at the University of Texas.

ASSISTANT JAMES E. DULL (Assistant Dean, Miami University) I am assisting Dean Knox at Miami University at Oxford, Ohio, personnel adviser. I took my undergraduate work at Slippery Rock. I took an advanced degree at Miami University. I think again the close tie-up between physical education, coaching and student personnel work is what prompted me in this direction.

ASSISTANT DEAN ROBERT R. CONROY (Assistant Dean of Men, Marquette University): I am a graduate of Marquette. I had attended Loyola University in Chicago. I worked in the field of delinquency for several years, and felt I would like to learn the other side of the story. (Laughter) I thought perhaps there might be someone in one of the brother houses like Father Flanagan who said "There are no bad boys."

I am attending this conference today at the suggestion of Father McAuley, who is the Dean of Men at Marquette, who has attended previous conferences and he has found it very worthwhile.

CHAIRMAN YOUNG: Do we have any more new men?

ASSISTANT UNION DIRECTOR ROLAND D. PATZER (Kent State University): I am currently the Assistant Director of the Union building, however, I am doing my work toward personnel and it was felt there were so many personnel problems in the University they had better get someone trained in that field. All my undergraduate work and graduate work was done at Kent State University.

ASSISTANT DEAN GLENN M. FRASER (Ohio Wesleyan University): I am assisting Joe Somerville, whom many of you know. My other duties are football coach and tennis coach this spring.

ACTING DEAN DAVID H. WEBSTER (Temple University): I did my undergraduate work at Nebraska and my graduate work at Wisconsin. I guess I am something of an oddity because I didn't come into this work via athletics. I was, up until seven months ago, an English teacher. Sometimes I wish I was again. (Laughter)

CHAIRMAN YOUNG: Any others?

DIRECTOR ROBERT F. SWANSON (Newark College of Engineering): I might as well come up about this time. I am not a dean. I am a Director of Athletics. My undergraduate work was at Panzer College in New Jersey, and Rutgers University, and the New York College of Engineering.

ASSISTANT DEAN EARLE W. CLIFFORD (Assistant Dean of Students; Syracuse University): This is my third year as the Assistant Dean of Men and Instructor in the citizenship department there. I did some undergraduate work at the University of Maine. I completed my baccalaureate and Masters degree at Syracuse. I came to this profession via the newspaper business, among other thing. My Master's degree is in Social Science Education.

ADMINISTRATIVE ASSISTANT WILLIAM F. DENMAN (Admin. Ass't. to Dean of Men, Syracuse University): I am assisting Dean Carlton Krathwohl, Dean of Men at Syracuse University. I felt doubly blessed when I came in the room today. Number one, because my Alma Mater is also Purdue, and secondly because I am seated behind another Purdue man. And the man who interested me in student personnel work to begin with is seated here in the room today, Dr. Donald Mallett, and so I proceeded from the very first to try to be a student personnel man.

I did my graduate work at the University of Oregon, under Dr. Ray Hawk, and I am now at Syracuse trying to finish up my doctorate degree.

DEAN CARLTON L. KRATHWOHL (Syracuse University): We kind of sit together for support here. I did some study at the University of Buffalo, and additional study at Syracuse University. I think I entered this profession by design, although sometimes when we are faced with some of the problems, I think many of us do wonder why we are in it. But it has been an awful lot of fun all the years I have dealt with young men, and I hope that we can always keep as fine a group of men working with these young people as are represented here today.

This is my first visit with this group, and I am pleased to be here. I have had considerably more time spent with some of the counseling groups of other agencies. Thanks a lot.

ASSISTANT DEAN JAMES H. McELHANEY (Assistant Dean of Men, Ohio State University): I am in my fourth year at the Ohio State University as one of the assistant deans of men, primarily fraternities and all the other things that you know about.

I am a graduate of Ohio Wesleyan, and did graduate work at Chicago University. I got into this work because I have been in so many other things that the late Dean Joe Park thought I should get in the Dean of Men's work. I have been in politics a little bit, and military service, and high school work as a dean of boys, and so forth. That is what he thought you needed, plus a lot of patience, and if you had some experience in social work that would help too, he said, and I have been in that.

I was working with Dean Park and he became ill and passed away. Mylan Ross took his place, and I took Mylan's place. It is a pleasure to be here with you, gentlemen. I read all of Dean Turner's NASPA Breezes, and it is a pleasure to be here.

ASSISTANT DEAN ROGER J. FRITZ (Assistant to Dean of Men, Purdue University): I did my undergraduate work at Monmouth, Illinois, which is a religious school. So I thought it would be a good idea to see how the other half lived, so I went to Wisconsin for my graduate work and found out. (Laughter) I worked there in the Dean of Men's office under Zillman, and came to Purdue two years ago to work with Don Mallett as an assistant on his staff. I am in it because I like it. That might be because I haven't been around long enough.

DEAN W. N. CUSIC (Dean of Men, McNeese State College): I had my graduate work at Illinois College some time ago, and my graduate work at the University of Illinois and Louisiana State University. I have been in the work about five years now, by appointment.

CHAIRMAN YOUNG: Did we run out of new men?

John Hocutt, who has been in charge of the program, wrote and asked me to say a few words, and I thought and thought, and nothing came so I decided to ask some of the other members of the committee to tell you something about the organization.

We have been both interested and pleased to learn something about you new men. Now briefly four of our executive committee will tell you something about the organization, and then we will get into the questions. We are aiming to keep this meeting an hour long, in case you are already nervous about how long it is going to last.

There are not enough good things that can be said about Fred Turner and what he has done and is doing for the organization. Fred's topic for his very brief speech at this time is, "What the Organization Is."

SECRETARY TURNER: Mr. Chairman, Members of the Orientation Panel, and New Members and Old Members who are just here for the fun of it: I think one man who has not been introduced, really should be introduced, and that is Leo Isen. Just remember Leo. Leo and his brother Joe have been with us for eighteen years now taking our records, and they know more about us than we do ourselves, so whenever you want to know what is going on around just ask Leo and he will tell you what is going on.

I will talk two or three minutes about the organization itself. This organization started in 1919 when six midwestern deans -- they were not exactly midwestern deans, because they had a ringer in a man from Syracuse in the very beginning, but the other five were midwestern people who agreed to get together at the University of Wisconsin with Scott Goodnight, right after Christmas, to talk about current problems. Right after the war they had problems, and what do you think they were talking about: Discipline, fraternities, housing, automobiles, stealing, liquor, chaperones, and the cost of activities. (Laughter)

They met in Wisconsin for a couple of days and had a good time, and decided to meet again the next year at Illinois, which they did. I was an office boy in Dean Tommy Arkle Clark's office at that time. I ran errands for them while they were meeting at that time. There were ten of them at that time, starting the old National Association of Deans and Advisers of Men. They operated under that name, mostly with midwestern people. The first one from outside the midwest who stayed in was the dean from Princeton who came in in 1924 when they met at Michigan, and that was the first meeting that I actually attended.

The historic title of the association, National Association of Deans and Advisers of Men was changed at the 33rd Conference in St. Louis in 1951, when by that time so many of the deans of men had become deans of students that it was felt that the title actually no longer represented the actual membership, and this new title, National Association of Student Personnel Administrators was adopted at that time.

Through the years the Association has done a lot of things. I wish I had the time to tell you of the many things they have gotten into, but I will not do that. I would say to you that it has been an organization which has examined itself time and again. We have had through the years three national surveys of what we are doing and why we are doing it, and we criticized ourselves very much.

I might say that the copies of the records of those

meetings are very much in demand even now, these self studies which were made on three separate occasions.

As a matter of fact, I might mention to you right there that so far as I know we are the only organization of our kind who have the complete transcribed records of all of our meetings, and those are becoming rather valuable documents. You will find them in the libraries and the members have them. There are a few copies of all the old ones left but they are becoming mighty scarce, and they will become collector's items if they keep on.

The Association has done a lot of things. I suppose as a matter of fact, the outstanding thing in recent years has been the Harvard Seminar of last year, which was attended by about 65 of our members and really made some tremendous history as far as student personnel work goes. You will hear a lot more about that.

The original purpose of the Association stated that the purpose is "to correlate and study the most effective methods of service in the field of student welfare for men." Subsequently, the Association has adopted a concise statement of policy, as follows:

"This philosophy imposes upon educational institutions the obligation to consider the student as a whole -- his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciation. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone."

I do not want to take very much more time. You may wonder about the type of membership. As you know, all members in the Association are institutions. There are no individual members at all. Your institution belongs, and you are the designated representative. Those of you who come in groups have a perfect right to claim membership if your institution is a member.

I think through the years we have gained by having that type of membership because it has lent dignity at times when dignity has been needed.

How you get into the organization is very simple. You write a letter to the secretary and say "our institution wishes to become a member," and the executive committee then considers the membership, and if you are qualified and recognized as a four year degree granting institution, your institution will be granted

a membership.

We have had through the years a certain number of publications. I will tell you more about them later on. We operate a little simple informal placement service that has been rather effective, and a good many people have found opportunities through that.

I suppose the thing that impresses at least the older members of the Association is the fact that this has been a small, independent, very friendly group. You will discover, before you get through, that you know most of the people around here by their first names, and you will be acquainted with a great many of them. I think that has been the outstanding characteristic of the group, its intimacy, its friendliness and its willingness. You young men will find that the old boys are willing to sit down with you, regardless of what they are doing, to talk about whatever you want to talk about. There is a lot of that that goes on.

Just what it is that makes this organization hold together and click the way it does, I think has been this friendly atmosphere, and friendly spirit that has existed all through the years. We have been asked many times why we retained this independence. I think it is simply this friendly atmosphere that we get in our annual conferences, which you may not appreciate here now, but I believe by the time this meeting is over you will see what it is. We who have been in it a long time feel that it is a good outfit, and we hope that by the time this is over you will think the same thing.

CHAIRMAN YOUNG: Thanks, Fred.

Our President, John Stibbs, will speak briefly on what we hope to do in our annual meeting. President Jack.

PRESIDENT JOHN H. STIBBS (Dean, Tulane University): I cannot resist telling the good Father whose first name is Patrick that there is another member of dear old DKE in the audience this afternoon, and I will look forward to giving you the grip, after the meeting, if I can remember that. (Laughter) I do not know how they feel about you, but I am told that the people who were in school with me, when they learn I am a college professor and a dean of students, that they throw themselves on the floor with great laughter. (Laughter)

Just a personal note. I am very happy to see the number of new deans who come to us from the state of Louisiana. I am probably the only one who does not have a rich southern accent.

As President of the Association, if I may, I should like to speak for the members of the executive committee and the membership, and bring to the new deans a warm, friendly greeting. We hope very much that you will like us and approve of the way we do things.

Ralph asked me to say a few remarks about the meeting which will soon be all about us. I might say that we gathered together -- I suppose -- for a couple of reasons. We want to get away from home, of course. That is one very good reason, and one very real reason.

Then we wanted to get together. On our college campuses we feel very strongly about personal relationships among people, and at this meeting we have an opportunity to exercise and experience warm personal relations and enjoy the friendship among men which we so much believe in.

At the national meeting we hear reports from our Standing Committees and Commissions who are working with other associations, working with projects for in-service training, working to improve the younger members of the Association. We have distinguished speakers from whom we expect to derive new inspiration, send us stimulated back to our own schools. At this meeting we have conspicuously Professor Howard Mumford Jones of Harvard University, and I do not suppose there is a more distinguished college professor in the country than Professor Jones. He speaks at the banquet Monday night.

At the last meeting on Wednesday we have Dana Farnsworth the director of student health at Harvard University, who is certainly the outstanding person in the country in the field of student health and has led the way in considerations about student health and who has been the spark plug of the National Conference on Student Health.

I suppose we come together to have a good time and if it does not sound too much like pawing off a cliché, I suppose really and seriously we get together to make contributions, one to the other. Somebody has catalogued values in these terms: Values of tradition, values of participation, values of contribution.

Well, as we will soon find out, we have very rich traditions in our Association of which we are very proud, stemming from the original organization of the old Deans of Men. And you will find that in our meetings we participate reasonably well.

We hope very much that you new deans coming into the

organization will help us make this meeting a successful one by contributing in any way that you possibly can. Thanks. (Applause)

CHAIRMAN YOUNG: Thanks, Jack.

Now Father Rock will talk briefly on what we hope to get from the Association. Father Rock.

REV. JOSEPH A. ROCK (Director, Student Personnel, Georgetown University): Since brevity is in order, we might merely put ditto marks under the remarks of the previous two speakers about the friendly associations and the contacts that you will make, the personal as well as the professional contacts which will not only last for the duration of the convention but will be a source of recurring pleasure at other allied group meetings of an educational nature as the years go on, and as subsequent conferences come and go too.

In addition to that spirit of contact and interest on the part of the older ones for those who are neophytes in the field, we might mention the work of the commissions and committees which John Hocutt is going to be elaborating on in a few moments. Many of those have led to very erudite reports which have been extremely beneficial as guides and norms for those working in the field, such as the recording of discipline offenses on transcripts, the new code of discipline which is coming out, statement of principles and procedures, and that is merely one of the items which he will touch upon later.

A third item that could be called to your attention would be one to which Fred Turner has previously alluded, and that is the placement service that functions within the organization. Up to this past year Fred, himself, in addition to his many other chores and duties as secretary, handled the placement service for the Association. As a result of pressure of work both within the Association and on his own campus, Fred relinquished that during the past year to Shorty Nowotny of the University of Texas, who is carrying through in the same fine tradition. It will be mentioned at the general meetings that he will be available during the period of the convention to speak about placement opportunities and advancement possibilities as these convention days go along.

Through his office there is a complete tally made of all requests coming in, together with job backgrounds and educational and professional experience for the perusal of presidents, deans and other interested parties.

Finally, I would like to cite Fred Turner's sparkplug

releases which come in the form of a gentle Breeze or a nasty blast, (laughter) but which serve to keep everybody well abreast of current happenings in the field, starting off with personalities which are more meaningful as you attend more and more conventions, and secondly, different projects, warnings of things that are happening in the educational field that will be of particular interest to those in the student personnel field.

Finally, in each issue also, he manages to cull some choice morsels for bibliography devotees, and for those who want to read up a little more in detail and consult magazines that in the course of a busy day they might possibly miss.

Those are some of the items, therefore, that you can follow with interest, and from which you can derive considerable profit as all of us have done before you.

CHAIRMAN YOUNG: Thanks, Father Rock.

Now Vice President John will tell us something about the Commissions. In addition to being a Vice President, he also heads up one of the Commissions. John.

VICE PRESIDENT JOHN E. HOCUTT (Dean, University of Delaware): Gentlemen, I am determined that these Quizzers who accepted the invitation to ask questions, that they have an opportunity, and if we are going to stay within this hour, I will have to make my remarks very brief.

At the 33rd Anniversary Conference held in 1951 Dean Wes Lloyd of Brigham Young University, proposed the establishment, I think, of five of the six Commissions which we now have. The sixth Commission was added this past year by President Jack Stibbs.

The Commissions are listed in the back of your program, with the titles of each Commission and the membership of each Commission, and later in this program you will hear a report from the chairmen of these Commissions. So I think that I would be wasting your time this afternoon to attempt to go into any detail about the Commissions.

I might say one more word about Commission III, and perhaps I am doing that selfishly because I happen currently to be chairman of that Commission, but I assure you I do not minimize the importance of the other five Commissions in making this comment. Fred Turner spoke of the highly successful seminar that was held a year ago at the Graduate School of Business at Harvard, a seminar designed to give very specialized training to student

personnel administrators, and everyone who attended that seminar and those who heard about it, and those at Harvard who served as faculty personnel agreed that it was a highly successful undertaking.

We have plans for continuing, or for holding another national seminar, and in addition four regional seminars, and you will hear the details of those plans later in the program.

CHAIRMAN YOUNG: Thanks, John.

Now it is your turn to ask questions, and we will look in the direction of the Quizzers here first of all. We know that at least they came with instructions in mind that they should be prepared, but we will try to make it a free-for-all so that the questions will not be limited to the Quizzers. Who wants to speak up first of all? Remember when you ask a question please to give your name first of all, so Leo can make that a part of the record here too. We aren't asking you to brag about your question but we do like to know who asks them.

DEAN CLARKE (Trinity College): You may get one out of the four, but they are answering them so well that they are taking them away.

CHAIRMAN YOUNG: That is one of the things we had in mind, but we still want you to earn your money.

DEAN CLARKE: I have one that I can ask, but most of them have been answered very adeptly by the previous speakers. What I was interested in is this: When I came here this year I expected that I would probably be the only guy from New England here. I am very pleased to see that some of my neighbors are present. But I do notice a number of very fine schools in New England who are not members of this Association. I am wondering -- evidently there is an interest in getting as many fine schools as possible. I am wondering if there is anything done to attract these schools or to publicize the organization so that schools like Bowdoin, Amherst, Wesleyan, Williams, and so on, might be better acquainted and interested in becoming members?

CHAIRMAN YOUNG: Shall I answer that one, Fred?

SECRETARY TURNER: Either way.

CHAIRMAN YOUNG: A year ago there was this same question raised in an even larger context than the way in which you raised it, and the executive committee appointed Dean House from Carroll

College, to look into the possibility of seeing whether there might be interest in other schools joining the organization. There has been no attempt to boost the membership, but there is a real desire to have institutions belong if they want to belong. So that at the present time there is a committee headed up by House which is to take up the matter you have asked about. While this Conference takes place, names of schools and individuals from those schools will be welcomed so that those schools can be approached in regard to membership.

SECRETARY TURNER: May I speak to that point for a moment too. You will find on the report of the secretary that there are 249 member institutions. Three new member institutions were elected this afternoon, so that there will be 252 now. We have an inquiry from Bowdoin at the present time about membership. Wesleyan is a member.

I might add too, for the benefit of all of you, that colleges in all the states are members, and we have member institutions in Alaska, Hawaii, Puerto Rico, and one institution in Canada at the present time. So it is quite a diverse group. As far as I know, all of the state institutions are in. I would also add that no institution has ever been invited to become a member.

CHAIRMAN YOUNG: Does that take care of your question, Joe?

DEAN CLARKE: Thank you very much.

DEAN MacDONALD (Northeastern University): I thought of one while you were talking. It might be helpful for some of the new men, myself included, if someone would tell us a little about these things that are listed on page 9, these topics for the luncheon -- not the topics themselves, but your purpose and how this idea came about.

CHAIRMAN YOUNG: Carl is in charge. Carl, would you speak to that point?

DEAN CARL W. KNOX (Dean of Men, Miami University): The luncheon topic tables are designed for this free and easy interplay of ideas and exchange. There will be a veteran dean or some one with quite an experienced background as moderator at each table. We have twenty tables designed. They will seat twelve. That is 240 potentially taken care of. I have already had one request for an additional table from Jim Foy on Phi Eta Sigma. If any of you have an idea or a particular topic that is not

covered, give us the word. The bulletin board has now been set up just inside the south ballroom, I believe it is, the one close to the registration desk, and before the meeting this evening, and afterwards, there will be sign-up sheets there for Monday. They are the white ones. Tuesday are blue sheets. So you can get in a couple of tables if you care to with different topics.

We certainly would look forward to good participation, and anybody with an additional topic they want considered, we will throw it up there.

DEAN JOHN F. QUINN (Dean of Men, University of Rhode Island): May I add something on that. I think the important point is that all the new and old deans who are interested in one specific problem, all sit together on that problem. Twelve people with a disciplinary problem in mind, or with a scholarship problem in mind, or a student health problem in mind, all go to one table and you will find people from twelve different areas of the country, interchanging on a specific problem, which in my opinion is one of the most worthwhile contributions we make.

CHAIRMAN YOUNG: Does that take care of your question?

DEAN MacDONALD: Fine, thank you.

CHAIRMAN YOUNG: Do you have another one here?

DEAN KELLEY (University of Santa Clara): I have a question that is partly answered. Since we all come to give contributions, some of us also come to get -- that is why we joined. Since I noticed I am not the only one -- it seemed there are a lot of people here who fell into this thing on the seat of their pants, without any previous intention, I was wondering if part of the services of the organization, if there are any six-easy-lessons, or a substitute for (laughter) this training in personnel? I know you have it. You mentioned the Harvard Seminar and the Commissions. Father Rock mentioned something. I forget what it was. But I know it is all lying around, but is there any index or digest or quick-and-easy busy-pastor's guide, or something like that? (Laughter)

CHAIRMAN YOUNG: Who would like to speak on that?

VICE PRESIDENT HOCUTT: I might add just one comment. The next national seminar that we are planning, for the most part, those invited to participate will be limited to personnel who have been in the field five years or less, believing that those people stand to gain most from this intensive one-week session

which will not solve all of your problems but will indicate at least some ways of going about it.

CHAIRMAN YOUNG: Any other members of the committee want to add to what John said here in reply to the question?

Keep coming back to these meetings, and I think you will get most of them answered; or you will find out that most of them do not have any answers.

Let's turn to the floor here. Do we have some questions from the people who are not officially designated?

ASSISTANT DEAN McELHANEY (Ohio State University): In relation to the gentleman who just asked this question, is Mr. Abel here? I remember in my graduate work there were several theses on this very thing he mentioned, by maybe some of the men who are here today, who might talk with him on that today. I notice you also have a Commission handling this same thing.

CHAIRMAN YOUNG: Yes, that is what John Hocutt is in charge of.

DEAN QUINN: Those are just theses; they don't answer any questions. (Laughter)

CHAIRMAN YOUNG: I believe we had another hand up here.

DEAN ANDERSON (University of Washington): Do we have a roster published of those in attendance so that we know who are here?

CHAIRMAN YOUNG: We have wonderful services at these conventions. Almost as soon as the last member gets here, Fred Turner and his assistants will have a mimeographed list.

DEAN MALLET: Tomorrow afternoon, Tuesday morning at the latest.

CHAIRMAN YOUNG: All right. What is the next question?

ASSISTANT DEAN GLENN M. FRASER (Ohio Wesleyan University): Most of us are new here. I am wondering what importance is attached to our training along this line, for those experts, the older people? Being new myself, I am very curious.

CHAIRMAN YOUNG: Bob Strozier, you haven't said anything all day much.

DEAN ROBERT M. STROZIER (Dean of Students, University of Chicago): I am not sure I understood the question.

ASSISTANT DEAN FRASER: What importance do you attach to your training? We once get the job, and then they say go to school and get some training. You are selected for it on one basis --

DEAN STROZIER: You mean the individual training in your institutions?

ASSISTANT DEAN FRASER: No the training, going to graduate school and getting specialized training.

DEAN STROZIER: I am not a good person to answer this question. I am a French teacher. (Laughter)

CHAIRMAN YOUNG: I think that is a pretty good answer. That is one answer. (Laughter)

DEAN H. DONALD WINBIGLER (Dean of Students, Stanford University): I think you admitted when you asked for these introductions that it was idle curiosity, didn't you? (Laughter)

CHAIRMAN YOUNG: Anybody else want to comment on this question?

DEAN QUINN: I would like to make a comment. I do not like to seem to monopolize too much of this exchange, but I think that is a very significant question. Let's try to remember that professionally this is a comparatively new field, if you separate it from its component parts, such as sociology, psychology and so forth.

I have heard a college president say that he would not accept a dean of students from any other ranks than the ranks of the humanities classroom, and I have heard one say that a dean of students' effectiveness with his people is measured to a considerable extent by previous experience with athletics. I have heard a vice president in my own school say that the give and take of industry prepares people best for the various types of problems that come up in a dean of men's or dean of students' office.

I think there is a very deep seated reason why most of you claim -- I am inclined to think rather facetiously -- that you happened into these jobs by accident. You happened into these jobs by a predetermined interest in and facility with and love for young people. I think that is the primary consideration.

I say that as a professor of English and Comparative Literature, with all his background training and advanced degrees in that area, and who has not given a course for nine years, and who has no wish to return to it. (Laughter)

CHAIRMAN YOUNG: Another question?

ASSISTANT DEAN McELHANEY: I was told five years ago that you had to have a Ph.D. to get into this field, and I spent three long years doing that, and I noticed a survey by Glynn Abel showing how the number of Ph.D's were increasing year after year; so I guess I just spent three years and time and money.

CHAIRMAN YOUNG: The interests of the organization at present has deep concern about these comments and questions centered in this Commission headed up by John Hocutt, and that Harvard Seminar is something that happened a year ago last January, and we keep hearing about it and adaptations of it have been taking place. For instance, in our Ohio Deans organization they had a report on it and a contemporary application of it. So while we have been joking and laughing about some aspects of the training and the availability of information, it is a matter that the organization is very much concerned about and so far as I know as yet, there are no six easy lessons by which it can be given.

Are there other questions?

DEAN RATTERMAN (Xavier University): I have thought about this many times. I have not read a book for a long time, but I have often wondered if there were any books on this subject? It struck me as these men were mentioning theses they must have had a bibliography, and I would be very happy if somebody would take me in a corner and give me a list of ten good books, and I hope they aren't Homer's Iliad or something like that. (Laughter)

CHAIRMAN YOUNG: Are there any answers from the people on the floor? We respect answers from the floor as well as from the front.

DEAN KNOX: There is a luncheon topic on "Graduate Work in the Field," and the card on that carries three books and three names on it, Mathewson, Williamson and Wrenn. You could certainly pick up a lot more, but that happens to be three, and certainly the "Breezes" over the past year, year and a half, would mention that number of books.

CHAIRMAN YOUNG: That gives a partial answer, I think, to your question. Do we have another one along the same line,

or another one on still another field? We have time for about one more.

SECRETARY TURNER: Could I speak very briefly? This last question is really quite a significant question, I think, that has been raised here this afternoon and I am not sure that we have hit it right on the head yet. Actually there are two ways of getting into this type of work. One is through straight professional training, and there are a number of institutions in the country offering such training.

We have heard a number of men say they have degrees from Indiana. Indiana is doing professional training in this field. Minnesota is doing training in this field, and Michigan State is. There are other organizations that have done professional training. Columbia University and a great many of the schools have degrees in this field. You come up to the question right away, "How shall we choose between a man who has been professionally trained, and a man who has been trained through his experience and apprenticeship and demonstrated ability to administer?" Shall he be the choice?

Well, of course, the institution makes the choice. I think the college president would say, "I would choose the man who is professionally trained and who had the administrative ability, demonstrated by what he has done already. That is who we would have."

There are so few of those people. Generally I think, the college administrators, the presidents and the boards of trustees too, I think, will lean just a little bit more, and that is demonstrated by the major appointments made in recent years, they will lean toward the demonstrated ability to administer rather than straight professional training, but if they can seek the combination of the two, and find it, that is the thing they will go for. I think that comes pretty close to being a straight answer to your question.

CHAIRMAN YOUNG: Thanks, Fred, very much.

Now we are just slightly over time, but there will be some members of the executive committee who will linger here for questions that you may have, but even that possible session is not the deadline for questions. You should feel free to ask questions not only of the members of the executive committee, but anybody else that you meet up with here while you are in session at the Conference.

Just one final word before we officially break up. We

are eager to have the names of other institutions and deans, information about them, in the light of the statement made by Fred Turner. We do not beg people to join. No institution has been invited to join. We are willing, however, to give information to schools that might like to have it.

Unless there is some other business that you men think we ought to take up at this time --

DEAN MALLET: May I make one announcement?

... Announcement re: meeting rooms ...

CHAIRMAN YOUNG: That reminds me of one point that I had outlined in my speech -- which I will deliver over here in the corner, if anyone cares to hear it.

My first meeting was here at Purdue in 1946. I was impressed with what I learned. I was impressed from the informational standpoint. I was also greatly impressed with the hospitality of this institution. The two things that stand out most of all in connection with the hospitality in that meeting in 1946 were George Davis, who is on the program tonight, and the musical organizations which are also on the program.

Now, I am not getting any commission by giving George Davis or these organizations a plug, but unless they let us down terribly, unless they do something that I have never known either one of them to do before, we are in for a very delightful evening.

Thanks a lot, gentlemen. (Applause)

... The Orientation Meeting for New Deans and New Members adjourned at six-five o'clock ...

MONDAY MORNING SESSION

April 18, 1955

The first General Session of the 37th Anniversary Conference of the National Association of Student Personnel Administrators, held April 17-20, 1955, Purdue University, Lafayette, Indiana, convened at nine-fifteen o'clock, President John H. Stibbs, Dean of Students, Tulane University, New Orleans, Louisiana, presiding.

PRESIDENT STIBBS: May we come to order now for the first general session of the Thirty-Seventh Anniversary Conference of our National Association of Student Personnel Administrators.

We first call upon Dean Somerville for the invocation.

DEAN J. J. SOMERVILLE (Ohio Wesleyan University): In Thy name, O Father, we would open this conference. We are truly thankful for life and for the privilege of living in this period of uncertainty with all its developments, its problems, its adjustments, and its readjustments. In all this shifting and changing, help us to retain a solid foundation in Thee and Thy teachings. Help us to hold true to our objectives of aiding youth in facing their many problems.

O Lord, keep us from becoming mechanical and material. Help us to be human in all our dealings. Guide us in our deliberations. Help us to make wise decisions.

We would also ask Thy blessing on this group as a whole, and on each one of us as individuals, to help us in carrying out a work in the name of Him who taught us when we pray to say "Our Father, who art in heaven. Hallowed be Thy name, Thy kingdom come, Thy will be done, on earth as it is in heaven. Give us this day our daily bread, and forgive us our trespasses, as we forgive those who trespass against us, and lead us not into temptation, but deliver us from evil, for Thine is the kingdom, and the power, and the glory forever. Amen."

PRESIDENT STIBBS: Thank you, Dean Somerville.

It is now my privilege to call upon the president of Purdue University to give us a welcome. Dr. Frederick Hovde.
(Applause)

DR. FREDERICK L. HOVDE (President, Purdue University): Dean Stibbs, Gentlemen: I am personally delighted and pleased to have this opportunity this morning to officially welcome you to

Purdue University for your 37th meeting, and particularly pleased because I understand that this meeting is the third your Association has seen fit to hold on this campus. This is a compliment which of course pleases all of us here greatly.

I am sure that a president cannot bring any words of wisdom to the combined wisdom and understanding that you men possess, for if anyone knows what goes on on the university and college scene, I think you gentlemen have it.

Certainly I think your greatest educational problem is probably that of educating the president to understand what goes on. The president usually is the last to hear and the last to receive intelligence about things that happen on his own campus.

Things today that bother us -- bother the presidents, at any rate -- involve the future. The task ahead in education is so great that all of us must be deeply concerned with how we are going to do the job in the years to come, and do it as well as it has been done in the past, and of course trying to do it better.

I have examined your program and note, of course, that in your panels and group discussions, and so forth, that you are examining all the phases of your work in the university scene, university and college scene. I suspect that you can help your institutions greatly by putting your minds at some of the problems we know we will have in the next decade.

Presidents of course are worried about facilities, but I think they are more worried about staffing because the output of trained people from our institutions will lag behind the tremendous needs. If we cannot staff, then changes will have to be made in our methods of administration, our approach to our problems. It is with these changes, I think, that this conference may be very constructive.

I am perfectly convinced that we shall not be able to find the staff in order to do the job when the student body doubles in a few short years ahead, and if you cannot find the staff then we shall examine a great many of our practices in the university. We shall be forced to examine them. And I think that in this examination we will be forced to return to a system of instruction, a system of handling the work of the college and university in which we place more emphasis on the simple fact that each institution is a self education. We will place more and more responsibility on the student to do his own educating, so to speak. He must do that at any rate, no matter what we do for him, of course, but I think we are going to streamline, eliminate all

things that cannot contribute to the task we have at hand.

I hope, therefore, that in this conference you, as the administrators and leaders of collegiate personnel work with our students, will examine the problems you face in your area of university work and come up with suggestions, proposals, improvements, on how to get the job done with less people and less dollars and less of everything, with greater numbers of students.

This is not going to be easy, but I think if this kind of analysis is made that great benefits can result from it. Nothing we do in the universities and colleges is so sacred that it cannot be changed. Force and authority of course of condition-- "if things have been done that way, we shouldn't change them" -- of course that attitude may make things more difficult. But I think there is nothing in the university and college scene that is so sacred that it cannot stand examination.

I know that the presidents, of course, are deeply interested in the costs of education. Two major studies are under way in the American collegiate scene, one involving 60 private colleges, and one involving the Big Ten institutions and California.

When you come right down to it, it is a strange thing that in the realm of higher education we have not got definitive information as to where our money goes and how we spent it, and for what. The problems of finding out where we place our money in the collegiate and university scene, and how we spend it, and for what, must be answered. We should know, certainly, in the realm of public higher education. Those responsible for providing the money are going to ask the questions. They want to know. They want to know what the costs are, and they want to know what they must look forward to as to costs in the future.

Well the personnel work is one tremendous area of activity in the modern college and university campus. This means that you who are responsible for the administration of these programs must examine critically the work you do, the work to be done, and the methods of accomplishing it.

If this conference can come up with ideas to approach this problem, then it certainly will be of benefit to your bosses in all your institutions.

Then, too, of course, aside from the costs, we are worried about facilities, and coupled with facilities and costs, we are worried about degeneration of the nature of the collegiate and university community life because we would not be able to

build the kind of living structures which provide that valuable environment so important to the learning and growing process.

Well, in general, we just face a lot of problems. I am not worried about solving these problems at all because I think we have great resources, ingenuity and ability in our universities and colleges, and certainly there is one thing one can say about university and college administration, and that is that as operating institutions we possess perhaps a greater degree of flexibility than almost any other human institution.

So it is my hope, in welcoming you here today, that out of this conference will come consideration, plans, ideas and the help to meet all of the problems the collegiate world must be prepared to meet. If you can do this, I am sure there will be lots of fun in doing it. I am sure it will be constructive, and I am sure that the problems which loom large to us today will be solved just as we have solved all our other problems in the past.

It is grand to be with you this morning. I hope your conference is a great success and that you enjoy your short stay on my campus. We are sorry we are a little bit messy, but it is the kind of messiness around the campus that we are happy to live with because it won't be long before some of the dreams we have had for new buildings and new facilities, better things to do a better job, will come true on our campus here. In the meantime it has lost some of its beauty, but we look forward to having all the more beauty in the future, plus a lot of wonderful facilities to do a better job.

It is grand to be with you this morning. If I can be of any further help, or if you need anything, and Dean Mallett cannot provide it, why come to headquarters and I will see what I can do. Thank you very much, gentlemen. (Applause)

PRESIDENT STIBBS: President Hovde, I should like to speak for all of us present this morning and thank you for your wise observations and your serious exhortations to us. I also want to thank you for the warm hospitality we have received here, your own warm welcome and your presence here before us, and the graciousness that we have experienced from Don Mallett and O. D. Roberts, and Mr. Vallely, and everybody else at the school.

Fred, do you have some announcements at this time?

May I ask Vice President Stewart to come to the platform at this time? Mr. Stewart, will you join us?

SECRETARY FRED H. TURNER (Dean, University of Illinois): I have no announcements. I think Don and O.D. each have some.

PRESIDENT STIBBS: All right, Don, do you have some announcements to make at this time?

DEAN DONALD R. MALLET (Purdue University): Not now. I will have some later.

PRESIDENT STIBBS: I know that Dr. Hovde has plenty of work to do this morning, so we will excuse him at this time.

We are just on time for the panel discussion of this morning, and I should first like to introduce to you the participants on the program.

We heard at the last moment from President Millett of Miami. There was an emergency in the family and he was very sorry but definitely unable to be with us.

First I should like to introduce Vice President Stewart of Purdue University. Dr. Stewart, will you stand please? (Applause as he arose) I am told that Dr. Stewart comes out of the University of Wisconsin, as an undergraduate, even as I did, many, many years ago. He has been Vice President and Treasurer here at Purdue University since 1945, and those of you who came in on the Lake Central Air lines may be interested to know that he is one of the directors of that line, and others in this area. He is author of books and articles and co-author of a book: "Debt Financing of Plant Additions for State Colleges and Universities," published in 1948, and he has worked during the war and since with the various important commissions of the government, particularly in respect to the Army.

I would like now to introduce Dr. Clarence Scheps, our Comptroller at Tulane University. Clarence, will you stand, please? (Applause as he arose) Those of you who were at the East Lansing meeting may remember a talk I made when we were planning the Harvard Seminar. In that talk, I referred to my comptroller as "an angry ape." (Laughter) There he is. (Laughter)

Clarence, as I say, is our comptroller at Tulane. His book on college accounting is very well known. When some of us were at the University of Illinois a few weeks ago for a Mid-western Conference of the Mid-western Deans of Students and Coordinators of religious activities, I happened to talk to President Morey there, who had been the comptroller at Illinois,

and he told me that Clarence's book on college accounting is the finest book available in the country today. It seems that President Morey said at one time that his book was the book, but it is now out of date and Clarence has the reputation of having the best one available.

Clarence is also the President of the New Orleans School Board. He had done a great deal down there to bring better education to primary and secondary schools in New Orleans. He hired Jim Redmond recently to come down and help him, and Jim Redmond could have stayed in Chicago and taken that position. He chose, however, to come to New Orleans and work on our very serious problems with Clarence Scheps.

I should now like to introduce to you -- if this is necessary - Vic Spathelf of Ferris Institute. Vic, would you mind standing, please? (Applause as he arose) Vic is our comrade in arms. You know, he was dean of students at Wayne University. He is a Past President of this Association, only two terms removed, and now President of Ferris Institute at Big Rapids, Michigan.

This is our panel. I would just like to say in a preliminary way that it is perfectly obvious to all of us that student personnel programs have developed tremendously across the country in the last 25 years with the new residence halls programs and college union buildings, and now take the responsibility for ever so many different kinds of counseling and taking over elaborate cultural programs and so on.

We have a big job before us, and of course, with these tremendous increases in population that we are expecting in the future, we will have an even greater job. Our thought was to bring before us other general university officers, and see our work in the perspective of their observations.

Now we have arranged the program this morning. We have asked each of the three gentlemen to make us a short statement of about ten minutes, and I am going to call on President Spathelf first, who will talk to us on the topic "From the President's Point of View, What Constitutes a Modern Student Personnel Program?" President Spathelf.

PRESIDENT VICTOR F. SPATHELF (Ferris Institute):
President Jack and Gentlemen: Part of the background of this program you do not know. In the early preliminary planning there was a president associated with John Hocutt, no less than Dr. John Perkins, who was supposed to be here this morning; President Millett was supposed to be here this morning; and I find

that I am the only president that is now here. I do not know whether this is because I don't know enough to stay at home (laughter), at the outset, or whether I am really supposed to be busy at home and don't know this, (laughter) or whether this topic has implications that keep people away.

But certainly it tempts one to paraphrase the bible at times. As I recall, there is a statement therein that "the sins of the fathers shall be visited upon the children of the second, third and fourth generations" and so on. I have a hunch that the sins of deans shall be visited upon them as they become presidents and get invited back to programs of this kind. Before the morning is over I am afraid this will become all the more clear.

Jack has told you that supposedly in ten or fifteen minutes, as he described it, I could tell you of what constitutes a modern student personnel program from the standpoint of the president. I suspect, among other things, that presidents are supposed to be -- there are hundreds of books written on this topic, and in ten or fifteen minutes we can do this and become somewhat of a record of travesty. I hope that I can hit on high spots that are mostly impressionistic, and not talk to you directly, but indirectly on what the student personnel program is or is not in my judgment, or what it does or does not do.

Perhaps to do this -- contrary to some of the tenets of the positive approach to things -- I am going to begin with a negative approach, as perhaps a neophyte president and an erstwhile dean might be allowed to do. So I am first going to tell you what I think this modern program is not.

Before I start in on that, let me tell you, some of you deans who would be presidents, that the aging in wood process gets a hell of an acceleration when you get at that desk where, as Truman says, "the buck stops here." (Laughter) Consequently, some of these impressions are a little bit different than I might have told you a year or two or three ago. Not because of my associates or present experiences, but merely what happens to the thinking process.

If some of these negatives are commonplace to my colleagues here in this audience who have been here for years -- and I am not reciting them for their benefit, but I notice as well there are many who wear the green tag here this morning who might not have heard them in the same framework that we have discussed them here previously, and thus I feel at liberty to talk about them a little bit.

1. This modern student personnel program is not an empire of vested interests or of reserved activity. Nor can the slightest resemblance be permitted to allow such a program to be so characterized.

As Jack has told you, the efforts in this field are some mere twenty or twenty-five years away from their origins. I think we are just now getting to the point where we are overcoming that initial impact, that initial impression that those who looked askance at the efforts of the people in the student personnel field, described this field as being a field of vested interests, and of activity reserved unto themselves.

2. Nor is it a separate small welfare state within institutional boundaries; that program that is concerned with student welfare to the exclusion of the rest of the campus, and thus puts us in a position of being just a little bit different, perhaps a little bit better, perhaps a little bit more distinguished than some of our colleagues in other activities.

Frank Cody used to have a description. Frank Cody was a superintendent of schools in Detroit for many years, and a classic wit. And I would paraphrase him that "student personnel work isn't," as he would have said, "an island of virtue amidst a sea of iniquity" in the educational hemisphere. It is not a collection of services to be presided over by a dean or a director or a vice president, or whoever he may be.

I use the words "presided over" judiciously, because I fear that sometimes people get the idea that if once they can head the program then all they have to do is sit on top of it to keep the lid on. And I say to you that a modern program succeeds inversely as the amount of seat warming is eliminated, and if this were not as polite a society as it is, I think I could make that seat warming even a little more picturesque.

The person who directs that program has to be more than an administrator. He has to be an artist as well, an artist devoted to creative thinking and creative operation.

It is not a collection of authorities and regulations and procedures centered around a title, or around certain key personnel. The program that is centered exclusively around student activities and institutional mechanics, and discipline and relations, with an extravagant notion that counseling is attached to all of these things, is neither a program nor is it modern. Sometimes I think we need to look at ourselves in that respect.

It is not a happy hunting ground for theorists, philosophers and experimenters who find virtue in these activities as ends in themselves. Rather it is the vineyard of labor for earnest, able, dedicated individuals who can realistically and humanly understand and deal with the facts of life and living and can deal with them effectively, particularly as these considerations might come encased in a student who stands before them.

We are past the day of minimum essentials, and I know that all of you still have that very valuable booklet that the American Council put out on the minimum essentials of a good student personnel program, which might be paraphrased "a modern one." We are also in the heyday of the specialist and the person who is the expert technician with his techniques.

But I think none of these ways is the way that I would like to approach the remainder of that which I wish to say. I should like to be concerned primarily with overtones dealing with what I think is a modern program in operation.

The modern student personnel program, it seems to me, must be born out of carefully weighed institutional philosophy and a critical examination of the needs of the institution and of the individuals within that institution. It must be born anew, if you will, out of an institutional self-study. More and more we see the phenomenon across the country right now of institutions taking a look at themselves and saying, "How well are we doing these several jobs which we have undertaken to ourselves?"

It seems to me a modern student personnel program has to be based, or born again, on that kind of examination, for certainly, as this was a new field, and we were dependent upon the so-called experts, we took unto ourselves the so-called minimum essentials in an imitative form, and frequently in imitative form we lost the very vitality of it. The minimum essentials became the maximums at the outset.

It is a program which must deal intimately with the mental and the emotional and the spiritual and economic, social, cultural and recreational phases of the student's life, not as a meddler, not as a drooling, over-enthusiastic helper, not as a starry-eyed reformer, but as a wise teacher and counselor (and I put it in that order specifically) which seeks to bring the individual through his own self-realization to the point of his greatest good.

In all other assisting activity, no matter how worthy or important it seems to be for the moment, it is subordinate in

my judgment to that statement I have just made.

The modern student personnel program is not, in this stated function, an isolated or segregated patrol activity, apart from the main task force of the college's educational resources, but it is an integral component of the latter which provides for direction and service on a hand-in-hand basis.

Let me elaborate in a little detail. A modern student personnel program becomes the means of the institution knowing the student, not for record or file purposes, but where it counts. It becomes the means of introducing the student to himself in this new environment, and the student is a different person in this new environment, believe it or not, for good or for evil, and introducing him to the college, and the college to him.

In learning to know the student, this modern program fathoms his strengths and weaknesses and helps the student to understand them and guide himself accordingly, and helps the institution guide itself accordingly. It is the agent of the college for removing the obstacles to effective learning, whether these be physical or spiritual, psychological or material things.

It is the "seeker outer" of those who become lost in the academic process, and there are a lot of them that become lost. More and more I am impressed with those that become lost who might have the characteristic of being the "C" average or the low "C" average; the lost battalion, the nondescript, because in no way does he distinguish himself, and consequently people can comfortably ignore him.

This modern program is the fashioneer of "handles," whether it be through student activities or other requirements, or opportunities to lay ahold of people so they can work with them, who should be worked with. It is the institution's morale builder, as it assists in group identification, and as it assists in personal identification. And those of us who are aware of institutional personalities are more and more aware, as we always have been at least with lip service, of the importance of the morale factor -- one of the factors which perhaps we need to give great consideration to in light of President Hovde's comments this morning.

This modern program should be the prime coordinator of the learning experiences which employ both the classroom and extra-classroom activities. It should be the college's agency which helps the student try out his personal wings in all facets of living without having to fly with the weight of being graded

on his effort or his success or failure.

It is a primary agency which should constructively assist and sometimes force the student to face responsibility, and by all means to stand on his two legs. It is a program which, in implementing its work, uses the best of science and the best of technical know-how without letting these become ends in themselves or letting them, as an activity, become the program.

At the same time, it is a program which is staffed by qualified people, who are capable of letting the human equation take precedence over cold logic and cold statistics whenever resolve or renewed effort of a student stands before them.

Now, apart from these, or in addition to these -- and as I said at the outset, this is by no means comprehensive. They are overtones -- I would like to give you two more in concluding.

Two major emphases which in my present perspective or judgment assume greater significance than before, a modern student personnel program, it seems to me, must at the very beginning be vitally concerned with helping students find out why they are in college, what their potential is, and where they are going, and how the total resources of the college can help this individual, if they can, in terms of his abilities and his objectives.

The great tragedy it seems to me at the present time -- and I fear it is going to be more so in the future -- is that we have so many, many students wandering around our halls who sometimes drop out or sometimes even complete their college work without having found a motivating sense of individual purpose, at a point where they could have done something about it to gain the most out of it. And I do not know who is going to do this job in a college unless the people in the student personnel field, act as this collegiate agency which has hold of all of the resources of the college in a cooperative fashion.

Secondly and finally, a modern student personnel program which deals with student activities, which deals with molding students and their attitudes, which deals with student behavior, must itself, as a program and as a staff, stand for something. I might lose some of you here, but more and more in many facets of that with which we are dealing, right is right and wrong is wrong, and ideals and principles to which we can give lip service in a discussion can be sold out cheap in an activity.

I also take seriously the concept that we say we are living in a Christian society, and in its implicit responsibilities

which, whether we be independent private colleges or whether we be public institutions, places responsibility upon us, particularly those who are dealing, as I have pointed out, with these tangibles in student life. The modern student personnel program does not dare to be disassociated from standing for something, or operating on such an emasculated value base as it counsels with youth that it gives acquiescence by its weak voices.

I think all of us, in looking back upon our own lifetime experience, realize that the people who made impressions upon us and who steered our courses were people who stood for something and who did not say, "Now if you are looking at it this way, you will come up with this answer, or if you look at it this way, you will come up with this answer, and you can take the choice;" but who rather said, "You can do what you doggone please, but this is the right, or this is the wrong, and take it over from there."

Well, I do not know whether I have talked about the program that you are familiar with, but I think the modern student personnel program is going to have to have to embrace some of these things I have just talked about. (Applause)

PRESIDENT STIBBS: Vic, we certainly thank you very much. Now that we have heard from a college president, we will hear next from Doc Bob Stewart, a vice president of the University, on the topic, "What is the Place of the Student Personnel Program in the Institution's Total Educational Scheme?" Doc Stewart.

VICE PRESIDENT ROBERT B. STEWART (Purdue University): Mr. Chairman, and old friends of the former Deans of Men's Association: I was somewhat amazed as I got up here learning that you were in charge of the personnel programs of American universities and find you have no women. You like to kid yourselves, because the women have it, whether you believe it or not. (Laughter)

I spent last Thursday with the presidents of the southeastern colleges, down at Daytona Beach. Down there I was interested in what the presidents were worrying about. Apparently you are too, for you had them all on the program.

I should tell you at the outset a little bit about how I got on this program. There was consternation one day a few weeks back in my office when I got a letter from somebody you know, John E. Hocutt, and it starts off this way:

"The membership of NASPA is delighted that you are going to be with us at our 37th Anniversary Conference at Purdue to participate on April 18th on a panel discussion by presidents

of the topic, 'Effectiveness of the Modern Student Personnel Program.' "

I get around much. You do not run an airline and supervise veterans education in America without getting around, and I wondered which Dean I had been out with one night when I committed myself to this program. (Laughter)

I am accustomed around the university and elsewhere to be somewhere and somebody makes a very important statement or very important request, and my mind is probably somewhere else, and I say, "Write me a letter," and I thought this was a time when my sins were catching up with me. I had my girl look through the file. She came in and said, "Dr. Stewart, I just haven't anything."

Well, I went into a student personnel act and told her something about keeping files. (Laughter) I begged her primarily to see that she kept me straight, and if I talk out of turn she should find out about it, because she is the only person in the world, I think, who really knows where I am all the time. But she came back and pleaded innocence. She said, "This must have been on one of those occasions when I lost you somewhere." (Laughter)

I said, "Well, this is another month, so I will be three or four places in the meantime. Maybe I'll catch up with the individual."

Three days later I got a telephone call, very cordial voice on the other end of the phone. He said, "R. B., I have been trying my best to get ahold of you for some time." I said, "What's that?" We share offices, almost. We see each other almost every day, but this is usual when people have slipped up. They are never able to have found me. (Laughter)

So I just called out to my secretary and said, "Jo, I think I have found the cat. I think the cat is out of the bag, and it's on the floor below right now." (Laughter) And with that Dean Mallett started to laugh, and you know how Deans can laugh, too, when they slip. He said, "Did you get the letter already?" (Laughter) I said, "I got the letter already, and now I'm waiting for the speech that you are going to have me read." (Laughter)

Well, just to get even with Dean Mallett, I kept out of his way so today you are going to get everything that he thought he would get when he set this up.

I was interested in one or two comments here this

morning that did come from presidents. I am sure that my good colleague over here, Clarence Scheps, would agree with me that one of the questions that we were told to answer today is an impertinence and a misunderstanding, because one of the questions was assigned to me to answer, and I will answer it as I begin rather than in sequence. The question was:

"What can the deans of men and deans of women do to prevent the manipulations of the comptroller in taking so much money from the students in bookstores, soda fountains, residence halls and elsewhere?" (Laughter)

Now, this is a term that is used, and it always makes me see red when we are accused of manipulating. We do not manipulate funds or money. The only thing we manipulate is we manipulate I presume our people in the office of the dean of men or dean of women or student affairs, as you would call it, and there I plead guilty along with the rest.

Since there is only one president here, I suppose that I can take my hair down and be a little facetious with presidents. President Spathelf, you thought that you were the only one that didn't realize you were needed at home. It may be you are the one president who has a competent staff at your institution to do the work when you are away. (Laughter) Or, of course, it could be as you say, that you realize that it doesn't make any difference whether the president is home at the institutions anyway. (Laughter)

I am amazed that presidents, as well as a great many other people in education who make public statements such as my own president said this morning, that they are concerned with costs, and they are amazed that we do not know where we spend our money. Well Scheps and I know that the only thing certain around the university is where the money goes. We know. The thing that nobody knows is what we get for it. (Laughter) The trouble is, when we find out what we thought we were getting, it is so far after we got it, we can't do anything about it anyway. (Laughter)

Business officers are educators, and they are among the most important educators in higher education, if they understand their function, which is to help young people develop and find themselves in life, but they have to do it without letting the student know he is being taught. And this requires the highest type of teaching there is, and to that extent we are probably so far ahead of what most people think of as educators that people do not understand what we are doing.

Business officers are educators in my mind in two ways. In the first place, we have a tremendous impact on the environment of the students and the faculty, and we are so much creatures of environment that by directing environment we create in the student the desire to be what the faculty and so-called educators and the rest of us think he ought to be. The student therefore really educates himself through our efforts and this is the prime purpose for which we are running an institution.

The second thing that we teach -- I don't think we teach it too well because it is not given very much evidence of having been learned in our American public today -- we seem to be the only ones trying to teach people to understand that they must pay for what they get. And I submit that if we can create an environment where the students can learn that, and then take pride in it, and then learn to live with it, we have made a distinct contribution to student personnel development.

President Hovde mentioned the problem of facilities, the problem of operation. President Spathelf -- do I say it right? -- closed with the nub of what I would like to say to you, in that your program is not one to really run the students or run an organization or run a business, to plan out a program and then sit on the lid, or whatever it is that you sit on. (Laughter)

But your program is to perfect the catalytic function which, as universities get bigger and more complex, becomes more difficult; the catalytic function of bringing together and really fitting into a program that for which the university stands.

Now, if you just take that, you will get the cue of what I think, and I cannot answer what presidents think is your place in the university because I am not a president.

We have done one or two things here which the older members and Fred Turner have heard me preach, and the older members have heard me at former meetings of this Association talk about, in regard to an environment where you get the students to respond to a program. We respond to a program in this building, which is one of the great educational units in Purdue, and one of the greatest educational units in American higher education. In this building the students learn respect for others and respect for themselves, and respect for property. They learn there is a distinct relationship between personal rights and property rights, some late great presidents notwithstanding.

These are important things to learn in higher education and you can do a lot to help in your institutions to draw out of

the thinking of the different operational units, like your union, your residence halls, your classrooms and laboratories, your athletic playing fields and elsewhere some kind of a basic pattern of philosophy which gets your students to respond with respect for others and their rights, respect for themselves with a full knowledge of their personal responsibilities and with respect for property that is provided for them.

I think we spend too much time trying to run programs rather than create the environment and let the students run the programs themselves. We take great pride in this particular building because every student is so proud of this building that it is one of the best cared for buildings in American educational institutions. The building has been built in five different periods of time, and I will provide you with the price of a good dinner if you will delineate where the five separate buildings join. This is because of the care with which our students treat their property.

In this building there has never been segregation, and yet we have never had any undo incidence with people toward each other, because here we recognize the rights of others and the use of common properties which of course is an attitude toward government, and government is the prime business of all of us.

It seems to me that we should spend a great deal of time then, as student personnel officers, in trying to catalyze the various aspects of student activity in student life into a program which gives the student something for which he stands. This is what you closed on.

One of the very great thoughts left in that thrilling musical "South Pacific" is left by the Frenchman when he refused to go with the American officer to find the Jap outpost on another island, and our officer started to belabor the Japs and what they were and so forth, and the Frenchman for not joining against the Jsps. The Frenchman responded very bluntly. He said, "That is all right. I know what you are against. But will you please tell me what you are for?" And we in America are failing our young people in that way.

When I was thinking this over on my way to talk to the presidents about other subjects, the stewardess on the airplane gave me a copy of Colliers, and as I was looking through it for pearls of wisdom I came upon one which fitted my talk, I thought, pretty well. Walter Davenport said we were just about to come up with a bit of sage advice to the young, but in the nick of time we read where Dr. Benjamin Spock of Pittsburgh Medical

School, told a convention of child psychologists that the kids would be better off if the experts shut up, so he took the hint. And you could say to me, "Well, why don't you shut up this morning, and tell us what we asked you to tell us, and not spout off."

Well, the gist of what I am saying is this, I suppose if there is a gist to an unwritten speech: Our life is complex. We tend to make it more so by magnifying and multiplying the personal difficulties. This is what all of us in education seem to be doing and it is then when I took issue with the presidents in Florida.

We have a great national crisis. We are frustrated, etc. Well, the only crisis is with the individual, and the important things are life and death. But we do not face them very often. But when we all get together and multiply a bunch of incidents, the sheer fact of numbers make them a crisis, and we in education are snowballing the crisis. We are going to double our enrollment. We do not have any money. Everything costs too much. But compared with what any of our predecessors had, and compared with what any of the other civilizations have, our educational institutions are operating with a treasury of Croesus. That goes for all of us.

Now, as to frustration, the mark of an educated man, to me, should be that he is able to discriminate. I know that we are not supposed to discriminate these days on many things, but also the mark of an educated man should be self-discipline. An educated man should know that he cannot physically enjoy all there is to enjoy in the world. He cannot alone solve all the problems that there are in the world. An educated man should know by this time that all the problems in the world won't be solved anyway. Therefore, he should learn to live with the problems and adjust himself to his capacities, and in doing that he eliminates this word that is over-worked today, frustration.

The mere fact that we teach crisis, that we teach frustration, that we teach insecurity, to me means that we are doing a great disservice, and we are being paid for doing it, and I think it is time that in education we begin to understand what we stand for, we begin again to relate the individual to his place in society, and make him understand that you can have a society only as long as individuals have responsibilities. We expect those responsibilities to be fulfilled, and that we help the student to learn to do that.

If we do that, we do not have to spend so much time with psychiatrists, because they want to take the wrong girl out, or were out with the wrong girl, because they want something they cannot have, and so you say "no" and then they become frustrated,

instead of getting them in the mood to say no themselves.

It seems to me that as student personnel officers we could put the emphasis on the other foot. I do not think that anybody in this nation is really insecure. They are not nearly as insecure as the individual about whom they are now singing the ballad by the hundred millions, about Davy Crockett and his group. We are not nearly as insecure as my parents were, as your parents were. Then why emphasize insecurity?

If we are really educating our people, if we really create an environment where the students can get experience, they will learn to adapt themselves to meet their issues, and to take their place. Then if you will teach them that if they know for what they stand--we are a Christian nation, and they don't know what it means to be a Christian. This is a sad commentary, but it is too often true, not universally true, of course. But if you can learn, and teach your people to learn that they do not walk alone either in society or when they are out really physically alone, if you can teach them the fundamental principles, you do not have to worry about security, you do not have to worry about their likes and dislikes. Being intelligent, and with the scientific facets of our classroom work, they can adapt themselves into a program to really be constructive men and women.

I do not know whether I even touched on what was assigned on the program, but I have said two or three of the things that I wanted to get over to you. Do not try to run the university. Do not try to run a segment of the university. Administration is the worst kind of a job to get into. Try to draw out from your people who really are charged with running segments of the university a common basis of principle, for which the university really stands, for the individual alone, for the individual in the group, and the individual in the organized society called government. If you can do that and really see that you and your staff stand for it, you will get the respect of the students, you will get the enthusiasm of the students, and the students will do the job for themselves.

Thank you. (Applause)

PRESIDENT STIBBS: Thank you very much, Dr. Stewart.

We have heard from a college president, from a university vice president, and we now hear from a university comptroller, Dr. Clarence Scheps of Tulane, whose topic is, "What are some of the criteria by which a comptroller judges the effectiveness of the student personnel program?" Dr. Scheps.

DR. CLARENCE SCHEPS (Comptroller, Tulane University):
 As I anticipated, there is really nothing left for me to say. I knew that with the presidents and the vice presidents, all of the profound platitudes that could be said would be said ahead of me.
 (Laughter)

So what I will say will be to try to stick to the topic assigned, get down on the working level, shall we say, and talk about one or two of the criteria, specific, from the point of view of a business officer or comptroller, as he views the student personnel program.

First though, I want to tell Bob Stewart that I too was very angry when I saw that particular question on the list which Jack Stibbs showed me some weeks ago, about manipulation of funds. I think there is also some reference to "old money bags." (Laughter;

Well, what you did not know, and of course he wouldn't admit it, but that question I am sure was submitted by Jack Stibbs. (Laughter) I also want to comment on Mr. Stibbs', Dean Stibbs' very injudicious statement about the angry ape. (Laughter) I think it may be true, but nevertheless it is injudicious, particularly now, since our board of trustees back home and the president and the angry ape are now considering the university budget. (Laughter) That includes the student personnel program budget too, Mr. Stibbs. (Laughter)

Finally, I would like to read you a definition of a university business officer, which I suspect Dean Stibbs had something to do with. This is what the definition says: "The typical university business officer is a man past middle age, spare, wrinkled, intelligent, cold, passive, non-committal, with eyes like a cod fish, (laughter) polite in contact but at the same time unresponsive, cold, calm, and damnably composed as a concrete post or a plaster of paris cast, a human petrification with a heart of feldspar; (laughter) without charm of the friendly germ, minus tenderness, passion or a sense of humor. Happily they never reproduce, and all of them finally go to hell." (Laughter)

And let that be a warning to Mr. Stibbs in calling the university comptroller an angry ape. (Laughter)

But I have been asked to limit my part in this discussion to an evaluation of the effectiveness of the student personnel program from the point of view of the business officer, and I think that is a rather difficult thing to do. I share wholeheartedly the views already expressed on this panel by my two distinguished predecessors on it.

The business officer does not view the student personnel program any differently than does the president, the vice president, or the faculty for that matter. I think we all share the view that the student personnel program cannot really be separated from other aspects of the educational program; and that, in the final analysis, the effectiveness of any one part of the educational program cannot be evaluated except in terms of the whole program.

When the university finally turns out its finished product, the educated youth, we expect that he has received, sure, his full measure of learning from the brilliant geniuses who man the classrooms, that he has acquired an abundance of facts and techniques which will assist him in earning a living, but we hope too that he has been instilled with some spiritual values, a sense of responsibility and refinement, a sincere feeling of concern for the property and the rights of his fellow man, and a keen desire to work and live in a society of free men.

If our educated youth possesses all these things, we can say that our instructional program, an integral part of which is the student personnel program, was or has been effective.

Our own Statement of Principles, that you have very carefully worked out and which appears as a part of your program today, it seems to me is guide enough in setting up the criteria of judging the student personnel program.

If I may get down to where I said I would, the level I said I would, and talk about one or two or three techniques, shall we say, or evaluative criteria by which the business officer looks at the student personnel program, I would point out these three things, these three areas.

The first has to do with student morale. All these things have already been mentioned this morning. The first has to do with student morale. The second has to do with a real spirit of cooperation and harmony between the student personnel staff and the business office staff, which I think is immensely important. A third might be the manner in which the student personnel officer, those in charge of the student personnel program, present the needs of the student personnel program in that given institution.

Now about this student morale. I have a very deep conviction, and I am sure that you share it, that a high student morale is absolutely essential to the proper function of the modern educational institution. It is imperative that the student

personnel program gain and maintain the good will of its students. This is essential because it is only in this atmosphere that the educational program can really attain its optimum effectiveness.

Moreover, the student who is reasonably happy and relatively content while on the campus will become a valuable alumnus of the institution. I have heard alumni directors, including our own, all over the country bemoan the fact that new-born alumni do not seem to have a real love and affection for the institution. Now, I know that a lot of this is a natural reaction of the new graduate struggling to earn a living or go through the armed services for five or ten years after he graduates, and I have no naive notions that every alumnus wants to do and die for old Si-Wash. But I am convinced that part of the prevailing indifference on the part of our graduates is due in part at least to the fact that for some reason or other we have failed to bring a high student morale, a contentment, all the aspects that go into the connotation of high morale when that student is on the campus.

The leading role, it seems to me, in bringing about this high morale on the part of students, the leading role would be the student personnel program, because it is here that the administration leans on heavily in obtaining an understanding of the needs of the student body, the facilities, the personnel, the staffing necessary to bring about that high morale.

I think the degree to which the student personnel program and those who direct it are able to convince the presidents of the universities and the business officers and the faculty of these needs which are necessary, is one of the criteria by which the student personnel program would be evaluated.

Now a little more specifically, from the point of view of the business officer, whether we like it or not, the focal point of student contact, frequently, with the entire university outside of the classroom is in the realm of the so-called auxiliary enterprise, the dormitory, the cafeteria, the bookstore. In most instances, the university has the dual, but not always the compatible responsibilities of providing goods and services to these students at the lowest possible cost, yet on the other hand -- and this is what is not clearly understood -- of returning to the institution enough net profit, if you will pardon the use of that very ugly term, net profit in order to maintain the enterprises successfully over a period of years, to expand them, and frequently to help pay for other projects which student personnel directors have urged on the university, such as dormitories and union buildings.

The student body, transient as it is, frequently does not understand these dual responsibilities, and frequently they cannot understand why prices cannot be lowered in the cafeterias, or why the standard of services improved without raising prices. Conflict, and sometimes serious discontent arises over these things.

Now it seems to me that the student personnel officer, being the closest to the students, should be concerned with bringing about the proper communications between those who run the auxiliary enterprises and the student body. First of all, in order to do these things, he should assure himself, so that he has no question, that the services are being properly managed, that prices are reasonable, that service is adequate and consistent with prevailing prices. After he has completely satisfied himself that the students are getting a reasonable break, then he should work very closely with the business officers in an effort to convince the students that they are being treated fairly and that they are receiving reasonable services for what they are paying.

Sometimes student personnel officers are too prone, I think, to join with the students in criticism of university business policy. Let me make it clear. I am not asking that the student personnel officer defend the business office. That is not my point at all. I am simply saying that if high student morale is a necessary ingredient of the function of the universities, and if this morale depends at least partially on student acceptance of university policies, including business policies, it seems to follow then that the student personnel officer should attempt to bring about as much understanding as possible of these areas of conflict. Usually it works out that when the students are properly informed about these things that the rough edges of the conflict can be softened or even completely eliminated.

It is my opinion that serious unhappiness on the part of students over auxiliary services is a reflection equally on the student personnel office and on the business office.

The second criteria, if you want to call it that, that I would like to bring out, has to do with the manner in which the student officer, the student personnel officer, presents the needs of the student personnel program. We all know that the modern university is concerned with far more than just classroom instruction and research. Certainly instruction by great teachers is essential, but the effectiveness of such instruction, we all know, can be diminished and seriously impaired by lack of reasonable recreational, social and cultural facilities outside the classroom.

It is the responsibility of the student personnel

directors to clearly, comprehensively and aggressively, if you please, bring these needs, these out-of-classroom needs, of the student body to the attention of appropriate university officers and to the faculty. Perhaps I am giving away a trade secret, but I firmly believe that most business officers and presidents have a greater respect, a higher respect for those who present the needs of their particular divisions aggressively. So we might say, do not hide your light under a bushel, a basket, but show the needs of your division clearly, comprehensively and push on them for all you are worth.

Obviously, the university is not able to meet all of these needs, but they will never be met if they are not known.

Another and a final criteria which I want to point up very briefly in closing is the ability and importance really, the ability of the student personnel staff to work closely and in harmony with the business office staff. It seems to me this is all-essential because the business officers and the student personnel officers have many, many areas of joint responsibility. I am thinking of the dormitories and the union buildings, and to some extent the cafeterias and the bookstores, where the responsibilities of these two offices co-exist. It is very difficult for me to see in the case of a dormitory, for example, whether this could be construed to be the single responsibility of either the student personnel officer or the business office. These programs are so closely intertwined, one with the other, that they must be viewed as joint responsibilities and therefore the abilities of the student personnel officer to work very closely on a basis of sincere harmony and understanding with the business officer is all-important.

Of course, it goes without saying that there is an equal responsibility on the business officer to find ways of working on that same basis with the student personnel officer. And since I am the closing one on this panel, I might add just one thought. That is that if we could find a student personnel director in whose worldly being was combined all of the traits and qualities that we have specified on this panel, that the president of that institution and the business officer of that institution would have to be well nigh perfect to keep up with him, and I would say that the millenium would have been reached. Thank you. (Applause)

PRESIDENT STIBBS: Thank you very much, Dr. Scheps.

We now want to proceed with our panel discussion, and may I ask the participants to move forward and take a microphone. Dr. Stewart, if you would take this one, and, Fred, you can stay

and take this one there. Vic, would you take this one over here. We have asked Fred to keep book on us here, and when we are through this morning, Fred will summarize the issues for us.

When questions are asked from the floor, would you please give your name and the name of your institutions as you rise. First I thought we might consider some of the questions that have been submitted, that came in by mail to John Hocutt, from members of the Association, and I see one here that reads as follows:

"Should we depend upon periodic evaluations by outside experts, management consultants, educators from other institutions? That is, to evaluate our student personnel work."

Would one of the members of the panel care to volunteer to tackle that question? Or shall I assign it? (Laughter)

PRESIDENT SPATHELF: Bobby Burns once upon a time wrote a very nice rhyme called "The Gift," if you recall. It said:

O wad the power the gift'e gie us
To see ourselves as ithers see us
T'wad frae many a blunder free us
And foolish notion.

I suppose this is all and good, and we need that kind of thing. But if the implication of that question is that that is the sole process by which we can take a look at ourselves, I think it would be grossly in error. I think our continuing job is a continuing self-appraisal, and from time to time, if we can bring in someone who can help us here, "as ithers see us," it will make that job a more comprehensive one. But I think the implication beyond this, that we bring in management consultants and other folks, is an implication that there is not the know-how nor the ability on the staff to do this, and this is one of the favorite devices of some school boards and others when they no longer have confidence in their administration.

PRESIDENT STIBBS: Dr. Stewart, would you care to comment on that?

VICE PRESIDENT STEWART: I think I would agree with that. I think that it is all right to have experts come in, but that is what you are getting here this morning, and it might be easier for you to pick it up this morning than if we went to your institution. After all, the expert is one of you on the other fellow's campus, and too frequently that is what happens. I have been on these survey teams. You pick out someone who in his institution made a

good record. He goes to the other institution and tries to transplant his institution into your institution. There are some good things obviously -- there are good things in the worst institution. I do not think it could do any harm. It depends pretty much on the purpose, and on the way in which the so-called survey is conducted, and too frequently it is conducted to eliminate the expenditure of cash, as an industrialist would eliminate the expenditure of cash, without a proper understanding again of what you are getting for your money, which was my basic rejoinder to Dr. Hovde.

Then the other one has just been mentioned. Some alumnus or some other person would like to get rid of somebody and replace him by somebody who probably wouldn't be any better, but it will be a different face, and can cuss in a different tone.

PRESIDENT STIBBS: Clarence, would you care to comment on this?

DR. SCHEPS: I am becoming a little alarmed over the rise of so-called management firms of consultants which have been imported into many institutions, I think largely by boards of trustees who are business men. I think, of course, there is always a lot of good to be gained by having objective appraisals of what we are doing, and I think most of us subscribe to that theory. I would prefer, though, to have these appraisals made by people in education, people who are expert in various phases of institutional work, in other institutions, rather than to import these so-called management experts, which is a title now that used to be called "efficiency experts."

I think that what boards of trustees, business men, do not realize sometimes is the fact that there is a great interchange of ideas among those of us who are in education. That is not always true in business, because you do not want your competitor to know your trade secrets, but almost the opposite thing is true in education, where we visit each other, and we are more than happy to tell everything that we know, or have tried, in order to make our own programs effective.

I think this business of surveys has to be taken very, very carefully, because it can be an element of great potential danger to a given institution.

PRESIDENT STIBBS: Thanks, Clarence.

Fred, at any time I hope that if you feel like pitching in, you will speak right out on your microphone.

Do we have questions from the floor about this matter of engaging consultants from business or professional experts, let us say, from our own field? Any comments? If not, let us take up another question.

"Are presidents ever tempted to do a little deaning themselves, and so unintentionally undermine the prestige of the dean's office in the minds of the students?"

VICE PRESIDENT ROBERT STEWART: I notice the president you assigned to that did not come today. (Laughter)

PRESIDENT STIBBS: Thank you for that observation. (Laughter) Vic, do you want to start us off again on that one?

PRESIDENT SPATHELF: I don't know, I am probably a poor example of that. I admit that I do. I subscribe to the fore part of that sentence and not to the latter part of it. I think the president, just like any other faculty member, counselor dean of students, or anybody else, is going to have to be available to students, is going to have to deal realistically with student questions and problems, as he expects those in the student personnel area to so do.

I think, however, that in so dealing with students he must be particularly alert that the student may place a prestige value on calling on the president's office of far greater proportion than the president realizes he may, and the president may inadvertently be cutting somebody off, not by what he says or suggests, but that he does not sense the importance that the student places on this.

Under any circumstance, however, I think that the visits of the students to the president's office is the unusual opportunity for the president to again put things in channel, as it were, and to point out how effective proper procedure can be in solving the problem.

PRESIDENT STIBBS: Stewart, would you care to comment on this one?

VICE PRESIDENT STEWART: Well again there is pretty much agreement seemingly between the three of us here on the panel. There is always a temptation to see, but I do not think there is a desire or temptation to undermine, as implied by this question.

I think it is a difficult problem of administration from the president on down to the faculty, the problem of communication.

This plagues every industry, every business, it plagues our government, it plagues the professor in teaching in the class, and the classroom, the problem of communication.

I think the president visiting with students and being around students is very important, because the president too has this job of being a catalytic agent to unify and coordinate the philosophy, the purpose and program of the institution. And you are part of it, and the business is part of it, and the auxiliary enterprises are all part of it. But then the president should be able, and be big enough and competent enough to channel back the information he picks up to the responsible offices.

I think if a student comes in with a gripe to the president or the business officer, or anything else about anything in the university, a decision pronto to the student -- if the president's desk is where the buck stops, well then the president has to some way hold his fire so that the solution to the problem, if one is posed, develops again in the proper environment within the institution. The student then learns the channels of authority, the channels of administration, how to make appeals from decisions if he expects them to be reviewed, and then the corrective measure, if any, implemented. This then is an extremely important experience in education to the student. We do not do too good a job in this matter of teaching communication, teaching government by actual learning in practice, by following through organizational procedures within the institution.

I think it is important that the president be willing to stick his nose in anywhere, and once he has stuck it in, if he smells things he doesn't like, he doesn't go out and tell the world about the odor, but he takes the steps through channels to correct the odor. I do not know whether the president would agree with that or not.

PRESIDENT SPATHELF: I think that is a very good statement.

DR. SCHEPS: I do not believe that the presidents do much deaning, because they spend most of their time business-officering. (Laughter) No further comment. (Laughter)

PRESIDENT STIBBS: Any comments or questions from the floor?

DEAN STROZIER: I think it is the responsibility of the dean of students to see that the president or chancellor, as it is

in our case, be properly interpreted to the students, just as the dean of students must attempt to interpret the mood of the student body to the president.

We have at the present time a chancellor at the University of Chicago who was a former dean of students, Larry Kimpton, whom many of you know. Well, the whole set of circumstances that surround the head of a big institution is of course -- the head of a big institution is surrounded by so many administrative details that he is almost always isolated from the students, even when he has the kind of personality that, say, my chancellor has and would like to see students, but who simply cannot do it.

I meet it in this way, by setting up what we call a Chancellor's Council of Student Leaders that meet about once a month in the Chancellor's home at four o'clock in the afternoon for one hour. There is no formality to the organization. There is no business that is transacted. I invite the students. They are the students who head the major organizations on the campus. The Chancellor receives them in his home, sits down with them and with me. The two of us are present. They can say anything they wish. They can talk about anything they wish, and the Chancellor can talk with them informally about anything that he wishes. I have found that is a very interesting device.

PRESIDENT STIBBS: Thank you, Bob. Any other comments from the floor? If not, we will proceed to the next question.

"In comparison of the urgent needs of an institution regarding the faculty, buildings and other matters, what general level of importance or urgency do you attach to the needs for additional facilities and staff in the area of student personnel work in the light of certain sharp increases in enrollment?"

Dr. Stewart, will you start us off on that one, please?

VICE PRESIDENT STEWART: I spent some time trying to figure out what was meant, whether the dean who asked this wants a bigger staff, or whether he wants a new office. (Laughter)

It is pretty hard to say at the present time, since President Hovde is channeling off to me the development of the university, to meet the needs that 20,000 students will have, rather than the 12,000 or 15,000 we have now.

On this matter of personnel work I have one basic concern, as to whether or not we do not over-counsel and over-lead the students instead of again building organizations through which they

can be pretty self-reliant individuals on their own. I think, as a general institutional matter, you need to concern yourself with the surroundings of the student, in housing, and in that I think you ought to be aware of the safety and the health of the students rather than the detailed form. I think the detailed form of the life in the halls is a matter only for general policy, and then leave it to the students and the residences to work out for themselves.

Instead of having somebody to counsel every student, you have to teach the students to settle some of their things themselves. In the residence hall group, which I fraternize with quite a bit, we kind of worry about who counsels the counselors, you see, and if the president is worried because he cannot get faculty, he certainly ought to worry more about the fact that he cannot increase the number of counselors, and I think it is important then that you have a balance of the areas and dispersion of the work.

You can expand your scope through better relationships and communication with the faculty; instead of relieving the faculty of all of their responsibility of counseling and guiding students professionally, you can make them feel part of the team. You can also make the athletic people, the physical education people, feel part of the team. Maybe it is more important that you get a new gymnasium than to get a new officer of the dean of men. We are getting a new co-educational gymnasium here where boys and girls will play together. Unfortunately this did not come from either the athletic director or the dean of man and women, but they all endorsed it, and it is the students who are paying for it, even though the comptroller has to manipulate the student fees in the legislature to get it done.

I think that that facility will do a great deal to help our student personnel people in putting our boys and girls in the university in a normal relationship where they will play and have recreation together, the way we do as we go through life, without having immoral or disciplinary connotations placed upon us. The reason we have trouble with drinking and sex is because we do not divert the energies of the young people to the channels where those are not the sine qua non of a good time.

So when you balance it up, we have to get increased facilities for housing. This does not mean that all they all have to be at the same standard, or that everything has to be provided. Some things can be left to the students. We have to provide physical facilities for recreation and for work in the laboratory and classroom, and if those are provided right, we should not have to increase our counseling in direct proportion as our students

increase in order to develop a good social life, especially if we have that individual or small group of individuals who can synthesize out of the life of the students a pattern, and then set a sufficient pattern in their contacts with students and let the students use the facilities for normal development.

PRESIDENT STIBBS: Thank you, Dr. Stewart. Clarence, would you care to add anything to this question?

DR. SCHEPS: I do not think it is any magic or objective formula that will determine these things. I think the situation in the given institution at the given time is what will determine it. I think most institutions need to put practically all the resources they can lay their hands on into additional faculty and into faculty salaries, which is a great problem.

On the other hand, I think again, in some institutions, that it is necessary to divert some of that money that is badly needed for faculty to build a new student center building, because that is what that institution needs at that particular time.

It is a delicate balance, and it depends greatly upon the wisdom of the chief administrator of that institution, and the board of trustees to bring all of these diverse needs together, to relate them, balance them, and come up with the right decision. A crystal ball helps too.

PRESIDENT STIBBS: Thank you, Dr. Scheps. Vic, do you want to comment on this one?

PRESIDENT SPATHELF: No, I think this falls in a category of Ray Warnack's class of job: In some situations you are alone with God. And it seems to me this is one of them.

SECRETARY TURNER: On this point, I do not know whether we can get after the thing and pinpoint it or not, but with the coming expansion and the concern over new facilities and so on, apparently all institutions are faced with the whole problem of not being able to do the things they want to do, and having to go toward self-liquidating projects all the way through. In connection with these projects, there is going to be personnel services of some kind undoubtedly.

I suppose ideally we would like to say, all right, the personnel programs are going to be so much a part of the educational program that they should be included in the budgetary proceedings, instead of coming out of the income from the projects.

But how can we get at the whole question of paying for personnel services out of income, or paying for them out of budgeted plans, making it a part of the educational program, or saying, well, to have them, we will have to just include them in the self-liquidation process. I think it is a delicate point there, but it is one that affects all of us a great deal. For example, shall we pay all the counseling in the residence hall that we have built on the self-liquidating plan, on the income from the halls, or can we squeeze something out of the budget, and say we can budget a little bit for it?

Do I make the point I am trying to get at here?

PRESIDENT STIBBS: I think so, Fred. That is clear enough.

VICE PRESIDENT STEWART: Fred, to indicate, I think there is a dichotomy in the purpose of your institution, the only purpose you have is for education.

SECRETARY TURNER: That is right, if we can keep it that way.

VICE PRESIDENT STEWART: That is part of what I was emphasizing. We do not manipulate funds. The problem is to exercise judgment as to where you will use the funds you have. This is when the president walks with God, but the business officers carry him on their shoulders. (Laughter) We are just finishing what Mr. Scheps' president is doing.

I think the deans' budget has been set up for action by the board, so it is all right. But I told the presidents down in Daytona Beach, if you cannot figure out more things than you have money for, you do not belong in an educational institution, and in an administrative capacity. If you cannot figure out you need more things you need for the students than the president can find money for, then you are not a good dean. You should formulate your program and come in and fight for it, as Scheps said. Each of the areas of university life is headed up by somebody who is devoting his whole attention to that area, and the president's job is how to make judgments as to which of those areas are first or rank above another in importance.

There are institutions in this state that have self-supporting dormitory programs. In one institution the dean's office has forty people on the staff in the residence halls. In another institution, which happens to be this one, there are no

people in the residence halls on the dean's staff. If we can manage our residence halls to provide the money there, that is all right. If we cannot, and the president decides that something more must be spent, then I suppose we find out where we can get it. Maybe we get it in the form of free steam, heat, light and power, or maybe we get it in the form of salaries.

There is too much time spent figuring out who is running this staff or the other staff through the budget. This is unfortunate. One of the big problems that you people concern yourselves with is the physical, social and financial operation of residence halls. Let me say here now for the record, because I will not be alive too many years in this business hereafter, I think you are asking for trouble, and you are taking the wrong tack. Residence halls are no different concern to you, as all university personnel officers, than are fraternities, sororities, boarding houses or anything else.

Your concern is what kind of life do you try to create in each of the different units where students live. This involves fundamental policies, and fundamental yes and no things that the university stands for. If the university stands for all girls being put to bed at nine o'clock every night, and boys run wild all night, then the residence hall has to gear to that. Now, if it costs more money to put the girls to bed at nine o'clock, the person who runs the dormitory and has to pay for it out of the board and room income has a pretty serious problem, so this is why Mr. Scheps says you have to balance and relate the different problems of the institutions to these different things.

We have to pay -- and this is the fundamental thing we have to learn -- we have to pay for what we are going to get within our institution. If we are going to have more personnel counseling services and use more money for it, the money can come either from student fees of a general nature, by cutting down educational or classroom opportunities, or by cutting out certain physical facilities and hiring personnel. You can get the money out of dormitory operations, and do these different things. But in the end you cannot spend more than your total income on the job.

Now, if anybody will tell me a magic formula by which you are going to put one thing over another in all the institutions, then I think you deserve the gold crown. We have said here on the panel, each institution is a problem to itself in point of time. Each institution should stand for something, and traditionally educational institutions have sold themselves to the public to get students by standing for something different

than every other institution. When we go to legislators and to the federal government, we try to show that we are all doing the the same. Now, which side of our face do we really believe, the operational side that we are all the same, or the selling side that we are all different?

I think we have confused ourselves and our students. Fred has touched on the problem, that for the last twenty-five years it has been one that I have worked with. I believe in university residence halls. We have used them here to create a pattern of life in our sororities and fraternities, and we have established standards for them, without any disciplinary action on them at all, and we have done it by setting certain basic policies for the residence halls, and then saying to the manager, within that framework you have all the money that the students pay for board and room, and like any other family you can build the life within the framework of these policies that makes a congenial, happy home life, and if you can do a better job than in the fraternities and the boarding houses, then go to it. They will have to meet you in competition.

That has been successful here so far. Whether it will be successful with the new set of people in the treasurer's office, the residence hall office, the dean's office, I do not know.

The big problem of management is to fit your people together who can accomplish a program. That means, or implies, that you have a program to fit people in to. Programs and people in education change and fluctuate, and I presume they will here. Some day, when costs get high enough, we will probably find it is easier to soak the taxpayer by running a power plant and not letting him know it, rather than soaking the student and telling him this is for steam, in order that he does not think this is for counseling. Do you see the point?

SECRETARY TURNER: Sure.

PRESIDENT STIBBS: Thank you, Dr. Stewart.

I should like to call on Fred, if you can read your handwriting there, Fred, or improvise and give us a brief summary statement of the issues and the conclusions that we have come to, if that is at all possible.

SECRETARY TURNER: Mr. Chairman, I am not at all sure that it is possible, but we can try. This will be a very, very brief summary of what I have tried to pick out of what our speakers said.

Vic told us first of all what student personnel work is not, what it should not be. Then he branched from that into things that it might be, in rather general terms, the overtones of a modern program. He concluded with two major emphases: (1) Why students must be a vital concern and why they are in college, and to help them find that out. (2) The fact that all of the things that we are working for, we must help get all of the things that we are working for, we must help the students to understand that they must stand for something. This is the human element that we must not overlook.

That is a brief coverage, but does that approximately cover what you said, Vic? You told us what it should not be, what it should be, and then you set out the two major points that you thought should be included.

Bob Stewart always baffles me completely, because his mind is so alert that I find him getting things in that I just cannot write fast enough to get it down, but I will try, Bob, to get here a few of the things you covered.

First of all, the business officers in education are important educational officers, and I certainly would like to add there, in connection with our last discussion, that I think the business officers suffer the same difficulties that the deans of students do, namely, that the faculty advocate that you have an empire, you have an empire, where as a matter of fact we happen to be working for the same institutions and our objectives are exactly the same. I merely add that to your point, and you emphasized nicely the impact of environment in connection with this.

You brought out the fact that Al Jacobs gave us so well out at Colorado Springs, namely, that we spend too much time putting out fires instead of planning fire prevention, and the fact that people in our business, and people in your business too must serve as catalyzing agents for the programming for which the university stands. You brought out nicely the complete program which goes on in the union here, and the educational overtones in connection with that.

I think you again emphasized at that point the importance of providing proper environment for the students, and then stimulating programs within that environment.

I would like to point out we spent too much time figuring what we are against rather than what we are for. That certainly is a question which all of us should watch with a good

deal of care.

You finished on the point, don't try to run a segment of the university, but instead try to make the work a part of the whole -- that is your work and ours too -- and relate them together.

Dr. Scheps emphasized three general areas. First, the student morale, secondly the spirit of cooperation and harmony, and third, the method in which personnel officers can present the needs for students to the administration. I think he devoted more to morale perhaps than he did to the others, and certainly that is the gist of the whole thing. In this matter of morale, really, the other two are related to it. I would like to point out that poor morale reflects on both personnel and business officers, because it certainly does reflect on both of us if the morale is poor. You gave us some nice suggestions about the matter of attempting to create harmony from the standpoint of the students, and I certainly think you gave us a good strong point, and a good deal of stimulation and encouragement on the fact that if we do not ask for what we need, nobody else is going to ask for it, and that certainly is important.

I hope that that is a reasonable summary of three very stimulating papers so far as I am concerned.

PRESIDENT STIBBS: Thank you very much. That is a good, fast, concise summary. We just have time enough for a question or two from the floor. Someone may have a question to help us pull these things together. A question or a comment?

If not, then I should like to thank our panelists this morning, Dr. Stewart, Dr. Scheps and President Vic Spathelf, very much for their contributions this morning.

I will turn the Chair over to you, I guess, Fred. We have announcements at this time. I know you and Don both may have. Don, do you want to come forward?

SECRETARY TURNER: While he is coming forward, I can make mine very quickly, John. I have two or three things to bring before the organization at this time.

You all should be aware at this time that Shorty Nowotny is in the process, and pretty well along, in taking over the placement service of the Association. At the registration desk you will find some forms that are available. One is yellow and one is blue. The different colors are simply to keep them apart. One is for young fellows who are here who are interested in

getting their names before the Association as available candidates for positions. That is the yellow one. If you are interested in a change or a possibility of an appointment, fill out one of those blanks and leave it at the registration desk.

For those people who are here who have openings in their organization there is a blue form, and you can fill that out, and leave that at the registration desk. Shorty Nowotny will pick those up and will try to get the people together. Shorty has set up an office in Room 261, isn't that right?

DEAN ARNO (SHORTY) NOWOTNY (University of Texas): That is right.

SECRETARY TURNER: Will you get up on a chair and tell them what you are going to do? (Laughter)

... Cries of "Stand up" and laughter ...

SECRETARY TURNER: Shorty, when will you be in Room 261? By appointment?

DEAN NOWOTNY: Four to six today and tomorrow.

SECRETARY TURNER: The second thing is this: This is a matter that was taken up in the executive committee meeting yesterday afternoon, and will not come up for business until the final business session. Don Winbigler, a member of the executive committee, was appointed as chairman of a committee to study the financial situation of the organization. That was done at the October meeting down at New Orleans. Don has made an outstanding study, in the opinion of the executive committee, of our assets and our expenditures, and he presented those at the meeting yesterday afternoon.

It becomes perfectly clear that we can continue to operate about the program we are on, but with certainly no extras and with the situation that the treasurer is having to borrow money usually, quite often unfortunately, between now and the first of July, in order to have a sufficient balance on hand to operate. We go along, but if we are going to continue with some of the new programs which we are getting into, we must look to new sources of income.

Yesterday afternoon the executive committee recommended to the conference -- and this will come up in the business session, and is brought to you now merely for you to think about it so that you will be informed when the time comes to consider,

properly recommended, the following things: The possibility of a membership increase for member institutions. At the present time the dues are \$15.00, and this proposal is a recommendation that they be raised to \$20.00 annually.

Secondly, that we go to a slightly higher registration fee of \$5.00 per person for member institutions, and \$7.00 for non-members.

At the meeting yesterday afternoon, in order to take care of a special situation, the executive committee agreed that for bona fide graduate students who are in attendance at this conference, that the registration fee would be cut down to \$1.00 per day, or \$2.00 for the entire conference, if it is a bona fide graduate student who is in attendance.

I bring those to you for your information only at this time. They will be considered in the business meeting, but we hope you will give thought to it. Dean Winbigler will speak to the whole situation and report to you on his studies when we get into the business session, either tomorrow afternoon or Wednesday morning. Those are the two things I have to bring up at this time.

PRESIDENT STIBBS: Thank you, Fred. Don Mallett.

DEAN MALLET: I think you might be interested that the registration at the present time is somewhere between 235 and 250, which is pretty good.

... Announcement re: tour of residence halls on Purdue campus and other Conference announcements ...

PRESIDENT STIBBS: I see that our distinguished guest who is here to give our banquet address tonight has come into the hall, Dr. Howard Mumford Jones of Harvard University. Howard, would you raise your hand back there, please? (Applause as he arose) He is an awfully nice guy, and I hope that as many of you as possible can meet him personally.

SECRETARY TURNER: I have one more brief announcement. Some of you people may be interested in a picture I have here, which is a picture of the fifth meeting of the Deans of Men, held at Purdue University, May 25, 1923. Included in the picture are the deans from Cowles, Kentucky, Colorado, Butler, Purdue, North Carolina, Minnesota, Toledo, Wisconsin, Penn State, Ohio Wesleyan, Arkansas and Kansas.

If you are from any of those institutions and want to see this old picture, here it is.

VICE PRESIDENT STEWART: Don Mallett just told me this is the only place you have been three times. I am going to right now invite you back about 1958, when the annex to this building next door is completed, this coeducational commission. Bring your wives to do your swimming with you, and see what fun it is. There also we have manipulated funds, and we are going to have a new library. (Laughter and applause)

PRESIDENT STIBBS: The meeting is adjourned.

... The Conference recessed at twelve-twenty o'clock ...

MONDAY AFTERNOON SESSION

April 18, 1955

The Conference reconvened at two-ten o'clock, Dean Donald H. Winbigler, Stanford University, presiding.

CHAIRMAN WINBIGLER: It is a pleasure to call to order our second general session.

I have been asked to announce that the deadline for the submission of proposed resolutions to the resolutions committee is six o'clock tomorrow evening. The chairman of the Resolutions Committee is James G. Allen of Texas Tech. Is Jim here? We shall be on the trail of him later, but if those of you who are in a resolving mood will begin your resolutions, so you will make a complete turn by tomorrow at six o'clock, be sure and get in the products of your efforts to Jim Allen.

One of the traditions of the Association which is most cherished is that of the annual Presidential Address. Those of you who have been in the Association for some time will recall that these Presidential addresses have marked in an important way the progress not only of the Association but of important developments in student personnel as a professional field.

We are looking forward this afternoon to hearing our President Jack Stibbs in his presidential address. I shall not introduce him to you because he is well known to you, but I can say that the members of the executive committee had a re-introduction to Jack under very pleasant circumstances last October, in a meeting in New Orleans, and Jack is a magnificent host; the comments which were made about him this morning notwithstanding. (Laughter)

As I think of his comments -- I know in general terms what he is going to present this afternoon -- I cannot help recalling that at a high school near Stanford, not so long ago, there was quite a little concern about the question of juvenile delinquency. This is one of these periodic discussions in which we engage until public interest dies down temporarily. As a part of this interest there was to be a program conducted by high school students and broadcast in the local area. Student leaders were selected.

The deans in the high school had made general plans, but they were loathe to do very much coaching of the students who were participating, lest the outcome sound canned. So they were

in for a few surprises. The discussion was opened by having the moderator turn to one young man and put this question to him:

"Bill, what is your view of boy-girl relationships in Palo Alto high school?"

Bill began his discussion by saying, "Well, in my opinion, boy-girl relationships in Palo Alto high school have been kept under the covers too long." (Laughter)

Jack, I do not mean to suggest that the affairs of this Association have been kept under the covers, but I know that you are going to shed a good deal of light on the affairs of the Association, on progress that has been made under your leadership during this past twelve-month period, and on the prospects for the future.

I am glad to introduce to you the President of our Association, Dean Jack Stibbs of Tulane. (Applause)

PRESIDENT JOHN H. STIBBS (Tulane University): Thank you very much, Don. And as Mr. Chairman, I will address myself to you, Fred, Leo, My Fellow Members and Guests:

The work of the president of this Association, I think fortunately, is not a one-man affair but rather teamwork with the executive committee. This work is best valued in terms of the thoroughness with which the affairs of the organization have been managed during the year and the manner in which the annual meeting comes off. The president has the responsibility of reporting at this time as fully as possible on the significant happenings of the year and communicating to all his estimate of the problems which confront us and his evaluation of the aims, purposes, and principles of operation which give us the strength to battle the problems. This address, then, will be in the manner of a progress report along the lines indicated. It has been read and endorsed by the officers of the Association.

First, I should like to put the theme of my address

SERVICE OF OUR ASSOCIATION TO ITS MEMBERS

in perspective by relating it to Dean Strozier's keynote address of last year. Bob's point, as I understand it, was that the personnel dean has a central educational function in the college community and therefore ought to be as close as possible to the academic. He expressed the hope that in the future our personnel

deans might have the broad educational backgrounds necessary for first rate instructional work, without which it is difficult for the personnel dean to perform his best function and make a contribution to the intellectual growth of the students he encounters. I am in agreement with Dean Strozier and feel strongly that everyone about a college or university ought to think first about stimulating students in such a way as to cause them to find excitement in learning. It was with this idea in mind that the invitation was given to Professor Howard Mumford Jones of Harvard University to deliver the principal address here at Purdue. The time seemed to be just right for us to hear from someone whose first interest is the intellectual life of the college community. Bob Strozier pointed the way toward a goal, let us put it that way, and now the theme of this address "Service of the Association to its Members" poses the question, what do we have in our organization, what can we develop in our Association, in the way of traditions, machinery, administrative planning, standards, to take us forward toward that goal. I have no doubt that the slant of my topic "Service of the Association to its Members" grows out of my experience with the Harvard Seminar and the considerations in which I became involved as chairman of Commission III, charged with the responsibility for developing methods of in-service training for the purpose of improving the qualifications of, particularly, our younger members.

I want now to tell you in some detail what has been done by the executive committee since we met at Roanoke last April. The Executive Committee met at the Allerton Conference for midwestern deans in May. Then Fred Turner and I met in Michigan and put together things left unfinished at Allerton. I met with the past president, Dean Strozier, in Chicago in September. Late in October, with the sole exception of Bob, the committee met in force in New Orleans for a two day conference. Since that time, John Hocutt and I met in New York during the Christmas holidays, and Fred and Don Mallett and I met at Illinois just a few weeks ago. Aside from the fairly routine work of approving requests for membership in the Association, designating members to represent the Association at various meetings and ceremonies, and appointing members to committees and commissions, we have concentrated on the following matters which we considered to be of first importance.

One obvious piece of important business was the planning for this meeting. I have already mentioned something about the thinking behind our invitation to Professor Jones. It is unnecessary to tell you the long story about the many alternatives which were considered and discarded before we finally brought into being

the program which we are now in, with the panel of this morning, the panel of deans of men, and so on. No amount of effort, however, can account for the number of genuinely able people we are bringing before you. Fortune smiled upon our efforts and even must have had something to do with answering the invitations.

Another matter of great importance was our attempt to set up a second seminar such as we had at Harvard a year and a half ago where we attempted to apply the case method to our administrative problems. John Hocutt and Frank Bowditch will tell you the full story when they report for their commissions. The work of the executive committee was first that of working closely with Frank Bowditch who had accepted the assignment from the executive committee of last year to write a proposal to be submitted to the Carnegie Foundation requesting funds to do a second Harvard Seminar so that another large group from our membership might have the opportunity of attending.

About all I can now remember of my month's vacation in Michigan last June is the anxious long distance telephoning among Bowditch, Turner, Strozier, Rollins, and Alden. We would get turned down on one proposition. For example, we get the word that no funds would be granted merely to repeat something. Then we'd put the bite on Frank to write something different and then, of course, we all had to read it, to be sure that our own two cents' worth was included.

Attempting to get down both something that would sell and also be congenial with his own thinking, Dean Bowditch finally proposed a gathering of Presidents, Comptrollers, Deans of Students, and faculty who would study carefully the aims of higher education and speculate upon means of obtaining unity of purpose and effort. It was Frank himself who pointed out that this proposal was directed, not immediately at any rate, toward service to those within our Association but toward service to the general educational effort.

It seemed to the executive committee that this new approach was definitely on the commission level, so we created Commission VI, which we designated, for want of a better title, as "Services to the general educational effort." We then asked John Hocutt to head up Commission III, which is development and training, that is, an effort within and for the members of the Association. Dean Hocutt was then directed to keep trying for a repeat seminar and also to work for regional meetings in accordance with a plan outlined by Dean Rollins of the Harvard Business School, and to develop a proposal for a number of travelling internships.

Both Deans Bowditch and Hocutt have put forth tremendous effort. After a trip to the Ford Motor Company in Detroit where he had a fine proposal turned down flat, John Hocutt came to the Statler in New York to give me a blow by blow account of the tragedy and I hope that I'll never again see big John as close to tears as he was that afternoon. The skies have cleared, however, and you can expect to hear happy news from John when he reports tomorrow afternoon.

Out of this thinking about where our efforts ought to be directed, toward service to the general educational effort and service to the members of our Association, came a new interest on the part of the executive committee in obtaining a clear statement of the purposes of our Association. We had only the statement framed by Commission II (a commission no longer active), which is printed at the front of the "Proceedings" and at the front of the program, and this statement concerns the purpose of the personnel officer on the college campus and not really the purpose of the Association. Besides, we felt that even our notion of the aims of the student dean on the college campus may have undergone a change as a result of the thinking which grew out of the Harvard Seminar and our examination of the personnel dean as an administrative officer. We, therefore, brought Commission II (the commission on principles) back to life and asked Dean Don Gardner to serve as chairman. The executive committee asked Don to have his commission restudy our aims and purposes. Our thought was that we need to keep commission II active, that we need a group of our members constantly thinking about the important business of defining what we are about in these meetings which cost so much and in our organizational work that we take so seriously. In addition to reorganizing some of the commissions, the executive committee also appointed new committees, one to study the interest of smaller colleges in membership in the Association, one to study the apparent shortage of university housing officers, and another to study the finances of the Association.

The third area of our work had to do with the administration of the work of our Association in the office of the secretary. With Fred's complete acquiescence, we examined the responsibilities which have accumulated in his office. Our guess was right. With the increase in the size of our organization, and with the increased number of controls, communications and projects which have been either instituted or embarked upon, Dean Turner has been overloaded to such a degree that none of us can fathom how in the world he ever covered the ground and survived.

The first thing we did was to separate the placement work from the secretary's responsibilities. At Fred's suggestion we invited Dean Nowotny of Texas to do the placement work of the Association. "Shorty" was agreeable, and took over late in the fall.

Another solid piece of work which we thought detachable was the business of setting up the program and engineering the annual meeting. We asked one of the Vice Presidents, John Hocutt, to do this job for us in coordination with the host dean, Don Mallett, and we designated them as co-chairmen of the program. This arrangement has been successful.

We also speculated about relieving Fred of the job of publishing "The Breeze," but the members of the executive committee felt that you simply could not disassociate Fred Turner and "The Breeze," that the paper was too much one with his personality.

We speculated too about possibly separating out the financial work and creating the office of treasurer in the Association. Don Winbigler of Stanford was asked to chair a committee to study this proposal and we will hear from Don at the business meeting Wednesday morning.

My own conception of these responsibilities which have been packaged out, and others which may be delegated in the future, is that they be established, for the purpose of good coordination, as assistant secretarial positions, that is to say, there would be an Assistant Secretary for Placement, Two Assistant Secretaries for the Program, and so on. In this way Dean Turner could continue to have general cognizance of everything which might be thought of in this organization as being secretarial and yet be to some degree a free man. Certainly this was the spirit in which Deans Nowotny and Hocutt accepted the chores which we dropped in their laps. This completes my report on the executive committee.

I now turn to the problems which lie before us in the hope that my observations will serve as a kind of guide for the next president and the next executive committee. For one thing, I have made some mistakes which need to be corrected. In an effort to be properly judicious and appoint just exactly the right men to the different commissions and committees, we delayed the announcement of appointments too long and wasted valuable time. Some way or other these appointments and the announcement thereof ought to be made very shortly after the annual meeting. In this way you can pick up and build on the enthusiasm which is there so abundantly in all of us directly after the meeting.

Another mistake was to unburden Fred in the secretarial work only to overload John Hocutt. It is too much to ask one man to direct Commission III, Development and Training, and also ask him to take on the back breaking job of building the program for the annual meeting. Besides, loading up one man defeats one aspect of our development program, that is, of making a contribution to the growth of another dean through the experience he may gain by taking on one of the serious responsibilities of the Association.

The problem of defining the aims of our organization and ultimately the goals of the student personnel officer, as I see it, is a continuing one and will always be with us in this changing campus life. As I have said, Commission II must be alert and vigilant to see that our work in the national organization and our work at home is not just jugglery of details.

Still another problem is the one which Commission III is working with, namely, getting established a permanent program of in-service training. The only trouble with the Harvard Seminar is that it was so tremendously successful that we come to plan in no other terms. The historian Toynbee says that there is, rather paradoxically, danger in every vigorous effort. An author writes one fine book and he is through. The Polynesians get to canoeing all over the Pacific and that's that. The Eskimos learn how to kill seals and eat blubber and blubber it is forever more.

Yet another problem is that of trying to satisfy the various interests and needs of the members at the annual meeting. This is one for those who plan the program. But we need more than a balanced program, as I see it. We need some sort of written pamphlet, perhaps from Commission II, which will tell new members, junior members, and visitors, not only what our aims are, but also how we are organized, what our history is, what our publications are, what schools we represent, and what services we offer to our members. Perhaps a staff of experts ought to be indicated, that is, one person who is expert on possible doctoral work in personnel administration, another on college residence halls, and so on.

Another problem to be met is the one of improving on the interim work between meetings. I have already suggested that committee and commission appointments be made earlier. One thing that this executive committee is agreed upon as being highly useful is a full meeting of the committee either in the late summer or the early fall. And part of this general problem of the interim work is the closer integration of the regional

work, such as the regional meetings, with the national meeting by way of acknowledgment and recognition and also by way of report at the national meeting and even -- as is done in some national organizations -- publication in the "Proceedings" of programs and findings of the regional meetings.

Perhaps the most serious problem that we have is securing greater and greater contribution of effort from the members of the Association. Somebody has catalogued values in this order: Those of tradition, those of participation, and the highest, those of contribution. This association has first rate traditions and these are experienced, I think richly, by the members of our organization. I have never seen a group wherein the members take such pride in association as we do. On the level of participation we do reasonably well. When it comes to making a contribution, the organization simply does not have, nor will it ever have, the administrative strength to draw out the best efforts of its members. This is something that must come from the individual himself and be brought forward with his initiative. To be sure the organization must through its executive committee provide service to our members by arranging its business in an orderly and efficient manner. But the machinery is like an empty gocart unless the individual members themselves give these things life. So much for the problems as I see them.

I want now to say something about the principles which I think activate our best efforts both to the Association and of course to our schools. I have talked first about service of our Association to its members, and then about service of our members to the Association. Ultimately, of course, our interest is to serve better the schools we represent.

We are all trying to establish order, structure, in the student world. This is difficult. You have to contend with the immature and capricious character of student behavior. At one time there is a great issue before you and just when you find the solution the problem is no longer around. You have to develop organizations with just the part-time energy and interest of the students.

The most difficult and complicating factor, it seems to me, is the pressure of several wills being exerted in your direction, sometimes simultaneously. The law school dean, the engineering dean are shielded by their professional expertness. But everybody and his brother feels that he is entitled to express an opinion about the behavior problems of the students. And we agree that these people must be heard both inside and outside the

meetings of the committee on student affairs. I recall that when we had the L.S.U. mascot, a royal Bengal tiger, loose in the garden district of New Orleans and I was out and around desperately trying to do something intelligent, everywhere I went people handed me messages to call this person and that person in the university at once. Now, I realize that conferences are valuable but sometimes they just don't fit into the schedule. Then another thing, people make initial protective decisions which lead inevitably into annoying patterns of reversal. For example, the psychiatrists, it seems to me, have a way of declaring "very very serious" every case sent in for the first interview. Of course we get the parents down from somewhere in Ohio. But by the time they arrive the maniac has been transformed into an amusing eccentric.

No one of us who is in the business, I am sure, likes to feel that his program is merely a chaos of details and stop-gap measures, although sometimes I am afraid that I get by at Tulane in accordance with the French philosopher Bergson's notion of accomplishment through mutual interference -- that is, the editor of the college newspaper decides to improve the university and he interferes with the president and the president promptly with me. But -- I am sure you agree -- we do insist that personnel deans are not just deans of distractions and deans of merely minor matters. The Harvard Seminar showed that in much of our work we employ techniques generally understood wherever good administration goes on. We insist upon reasonable job definition, clear lines of authority and good communications up and down. Perhaps 90 per cent of our work is entirely similar to that of an assistant vice president of the American Can Company.

Nevertheless, success in the other 10 per cent of our work may be in the end way more significant. It seems to me that, in addition to being good administrative officers who can juggle a team of people and move fast, that personnel deans must also have resources of the following kinds.

For one thing, the personnel dean should have strong cultural interests. It is perfectly clear all over the country that such things as the concert and lecture programs given on our campuses are being handled no longer by faculty committees that work out of the university senate but by the student personnel office sometimes through the student union. Of course, real cultural interest goes much deeper than that. The student personnel dean should also and certainly have strong and formal educational qualifications. It is highly important that the personnel and the academic officers work closely together to make an impact upon the intellectual growth of impressionable youth.

Finally -- this is the third of these strengths, as I see them -- the personnel dean must have a strong ethical sense. We are concerned with problems of behavior and with social situations. When it comes to advising others, it should be assumed that whoever presumes to tell others how to live will have strong convictions, let us say, that we live in an ordered universe in which planning of a kind is possible and that we deal with individuals all of whom have a certain wonderful uniqueness which must be respected.

Most of us by now have read the speculations entitled conscience and the undergraduate by President John S. Dickey which appeared in the last Atlantic. Believing that the liberal arts college has a historic purpose "to see men made whole in both competence and conscience," President Dickey observes that the traditional elements for meeting the needs of conscience are rarely found today except in church schools. These elements are the preacher president, curriculum heavy on the side of religion and moral doctrine, and compulsory chapel. He feels that there is little or no prospect that any of these elements could be re-established intact today. We are faced with two bad alternatives -- as he describes them -- either forgetting about the colleges' historical commitment to furthering the moral and spiritual growth of the undergraduate, or relying exclusively upon the casual awareness of these values in teachers and administrators.

Dartmouth has done three things. First, its trustees have formally affirmed the college's moral and spiritual purpose. Second, the trustees have established an independent endowment for the purpose of furthering moral and spiritual work. Third, the trustees have created a new position to be known as dean of the Foundation, the incumbent of which "will have the campus as well as the chapel for his province." This sounds very much worth while. But so far as most of our schools are concerned, I suspect that it will be neither the trustees nor the president who speak out for the values which lie outside the area of the curriculum. Even if a campus is sufficiently fortunate to have a religious officer, the general student officer will be, must be, it seems to me, at the very center of the planning and the executing of any really worthwhile program of ethical and spiritual development. Unless I am mistaken American colleges are for the most part going to lean heavily in this need on their student personnel officers. If so, we must have resources of the proper kind.

Since the undergraduate of today, as President Dickey says, is loaded with attitudes of rejection and doubt and is not

as prepared as were his fathers and grandfathers at his age to embrace the great moral and spiritual values of religion, I suggest that perhaps the best approach is not through dogma but through an increasing awareness of the great philosophical assumptions that underly all the great religions. Perhaps the personnel dean through his interfaith council and in his frequent pronouncements, and through the abundant daily contacts of his staff with the students can engage individuals and groups to contemplate in fairly simple modern terms the idea of an ordered universe, the notion of continuity in the nature of things, and the concept of the dignity of the individual.

It seems to me important to recognize that we have among Jews, Catholics, and Protestants these assumptions in common. It is well to emphasize that we hold in common that which is of first importance, that is, these assumptions which are the large thoughts, the big ideas underlying religious belief. We can deviate as much as we want in the matters of ritual and ceremony. The old idea of an ordered universe was once one of fixed relationships -- hierarchy, everybody working out on his own level according to his degree. Today, I think, we have a notion of a flexible universe -- a world that is not completely determined. Today we have faith in tomorrow and faith in man's good will to propel us forward. We believe not in elaborate ordered relationships but that the world makes sense and that life is worth the effort, and that there is sufficient pattern and structure in the nature of things to give us a fair amount of hope. We feel that there is order for man through work and consecration to ideals to mold the world so that it can become a better place for more people to develop more fully. The traditional idea of continuity was one of the immortality of the soul, a shift from this physical world to a better spiritual world which was above and beyond. Today we take a broad view of the notion of continuity. We feel that there is permanence in the uniqueness of the individual experience, that a permanent impression is made, a contribution is offered to the totality of all spiritual experience and to the totality of man's social experience, with full confidence that man has the will to strengthen and deepen this continuity.

As a matter of history the idea of the dignity of the individual has not always been associated with all of the great religions. Unless I am badly mistaken, I think it always has been a Jewish ideal, the insistence of the moral fibre of the individual. But with the renaissance and the renewal of interest in classical Greek and Roman ideals emphasis upon the individual was brought into Christianity by such men as Erasmus and More and the Jesuit Fathers within the Catholic Church, and by Protestant figures such as Martin Luther. The humanist ideal as it is called is that the individual personality is of the utmost importance

and that everything connected with man such as his traditions, his physical being, his hopes, and his practical political life are of the greatest importance.

If we can agree on these assumptions, which I believe are common to all the great religions and religious philosophies today, you are necessarily led, I think, to a sense of the great responsibility which the individual has in our democratic state. I think you are bound to feel that the idea of the dignity of the individual is best understood in his social relationships. As you well know, Aristotle settled the matter once and for all -- "Man is a social animal," he said. The greatest satisfaction of the individual is in helping to secure optimum social situations wherein other individuals may develop to capacity.

Let me conclude simply by saying that I hope I have communicated reasonably well my feeling that the members of this Association are confronted with a great challenge -- one which is worthy of a great response. (Prolonged applause)

CHAIRMAN WINBIGLER: Jack, I am sure that applause bespeaks the response of this group, and our very deep appreciation for this very stimulating challenge to us.

I cannot help reacting to one of your comments. Early in the paper I think you cautioned us as deans about becoming too accustomed to a diet of blubber. I do not know quite what you want us to do with all the blubber that gets tossed to us; but let us not at least toss it on to the students.

As you were referring also to this elaborate hierarchy of committees that we now have, the commissions, I could not help recalling the comment of "Injun" Charlie Wilson, who was supposed to have gone home one evening to find Mrs. Wilson very much aglow over the latest edition of Mr. Lindbergh's trans-Atlantic crossing, and she was commenting on how magnificent it was for this man to have crossed the ocean in this tiny little plane and all alone. Charlie's comment was, "Oh, I don't know, it would have been much more wonderful if he had a committee with him."
(Laughter)

Before we adjourn this meeting we have a few guests who may be in the audience. At least they are with us in the convention. Is Jim Davis, official representative of National Association of Foreign Student Advisers present? (Applause as he arose)

Harry Lunn, our official representative of NSA, National Student Association. (Applause as he arose)

Houston Karnes, secretary of the Interfraternity Conference is here. (Applause as he arose)

Stewart Daniels of the National Fraternity Secretaries Association. (Applause as he arose)

While we are calling for individuals, has James G. Allen of Texas Tech come in the room? Jim Allen, will you rise so that you can be identified as the chairman of the Resolutions Committee? (Applause as he arose)

SECRETARY TURNER: Five announcements, Mr. Chairman.

... Convention announcements ...

CHAIRMAN WINBIGLER: Fred reminds me that I should comment once again on the fact that the deadline for the submission of resolutions, proposed resolutions, to the Resolutions Committee is at six o'clock tomorrow afternoon. Don Mallett, would you like to comment now on the conferences which are scheduled at three o'clock, their location and organization? Don.

... Announcement of meeting rooms for Group Conference I ...

CHAIRMAN WINBIGLER: If there is no one else who has a speech to make, we will declare the meeting adjourned, and you may proceed to the Conferences.

... The Conference recessed at three o'clock ...

ANNUAL BANQUET SESSION

MONDAY, APRIL 18, 1955

The Annual Banquet Session convened at six-forty-five o'clock, President Stibbs presiding.

PRESIDENT STIBBS: Will you all please sit down for just a moment, and then we will rise for grace.

May I ask you to rise please, and Dean Jim McLeod of Northwestern University will give the invocation.

DEAN JAMES C. McLEOD (Northwestern University): We thank Thee, O God, for the free and noble spirit that is breathing with quickening power upon the educational life of our day, and for all those men and women of large mind and loving heart who have made that spirit our common possession by their teaching and example.

We would pause in this moment of fellowship about these tables to give Thee thanks for all the glimpses of nobility in human life which redeem it from sordidness and reassure us of Thine image in the heart of man. We would remember with gratitude the ties which bind us to those around us and beyond our vision; for traditions and customs through which our passions are ordered and channeled.

Forgive us God for falling for so much that is false; for being taken in by shams; for succumbing in weakness to the worst when we know the best. Give us the courage to stand for something lest we fall for everything!

May we ever use wisely our heritage. Wilt Thou not only bestow knowledge which is know-how, but give us a deep sense of concern; not only multiply our skills but deepen our joy and enrich our souls.

This we pray in the name of Him who, having learned, became teacher; who having lived to the full gave himself for us -- even Christ our Lord. Amen.

... Dinner was served ...

PRESIDENT STIBBS: While the waiters are clearing the tables, we should like to introduce to you the people at the head table. I will start first by introducing the men who have brought their wives with them. I do not know why, but when I graduated from high school they voted me the most gallant boy in the high

school class -- maybe that has something to do with it -- so I will introduce first the men at the head table who have brought their wives.

... Introduction of Honored Guests and Officers ...

PRESIDENT STIBBS: Pretty soon we will have the Glee Clubs sing to us. You know from the performances that were given last night that the boys and girls who sing here at Purdue are pretty good and the Glee Club that sings before us tonight I am told toured Europe, both in 1950 and in 1953 under the auspices of the Department of State. They sang at the inauguration programs of both Harry Truman and Dwight Eisenhower. They get no academic credit for their work at Purdue, none the least. The Glee Club concerts here on the campus are regularly sold out a year in advance, and for their concerts off the campus I understand that their fee is regularly better than \$1,000 per concert. So it is quite obvious that they have a crackerjack fine group. The Glee Club.

... Applause as the Purdue Glee Club came to the platform and sang, as their first number, selections by George M. Cohan ...

DIRECTOR ALBERT P. STEWART (Glee Club): Thank you very much, Ladies and Gentlemen. We are very happy for this opportunity because never have we, I suppose, appeared before a more distinguished group in so far as rank is concerned. (Laughter) The other night we appeared before a very distinguished group of wheels in so far as money is concerned. (Laughter)

Our opening number, of course, was a George M. Cohan medley. I should like to introduce to you first of all Mr. John W. Farley, our accompanist, a member of our staff, who has a full dress suit (laughter) and Mr. Farley went to Southern Methodist, Texas A. & M., has a master's degree from Kinsey's Institute. (Laughter) Taught at Iowa State for two years, and is now beginning his fifth year at Purdue. We are very happy indeed with our very wonderful accompanist, Mr. John W. Farley. (Applause)

We have a wonderful song in Indiana that we are very proud of, called "Back Home in Indiana." This is a fine arrangement of an old tune which we have recently recorded on Victor label -- I am not plugging them at all, I am just telling you, we have recently recorded this. (Laughter)

... The Glee Club sang "Back Home in Indiana" ...

DIRECTOR STEWART: Roy Kirkdorffer from Bristol, Indiana is the soloist in the spiritual entitled "Rocking My Soul in the Bosom of Abraham." (The Glee Club sang "Rocking My Soul in the Bosom of Abraham.") Thank you.

Ray Traylor of Little Rock, Arkansas, is a sophomore and does a beautiful job on a number that we use most of the time for serenades, once in a while when there are women in the audience. (The Glee Club sang Brahms' "Lullaby")

The next young man has no choice in the matter. He has to sing on this program because it is only by the grace of God and Don Mallett that he is in school at all. (Laughter) But this boy had a little difficulty this last year, at the end of the semester, so he sat on the sidelines for a while until he got back up again. But he is doing pretty well this semester. He is taking all Spanish courses. (Laughter) And he tells me he is making pretty good grades. The reason for that of course is the fact that he is from Panama. (Laughter) He came to Purdue last year. He sounds like a refugee from Notre Dame. His name is Isaac Peltynovich (laughter), but he does a wonderful job of interpreting the late Al Jolson. He was a devotee of Al Jolson's before coming to school and had learned all of his recordings, and mimics them beautifully, I think as well as the old master himself. I think you will enjoy him. Not only is he an outstanding student and entertainer, but an outstanding athlete as well, for last year he was on the first five of the winning Olympic team for his country, and left the university for a little while to go down to Mexico and play in the Olympic basketball tournament. Mr. Isaac Peltynovich of Colone, Panama. Pelti, you may have one, and make it good. We want them to come back. (Mr. Peltynovich sang "Mammy", imitating Al Jolson)

I wish we could do encores, but we are running on schedule and we want to get out on time, so we do not delay your program. Last evening you heard our popular Quartet -- that is because they sing popular type music. (Laughter) We have another quartet, equally popular really. This one is Barber Shop. By the wildest stretch of the imagination, you cannot call this music (laughter) but it is four guys making a sincere effort to make cords, (Laughter) and it is rather interesting what comes out really. I have no idea what they are going to sing, but I guarantee you it will be loud. Come in boys. (Laughter)

... The Quartet sang "Sweet Adaline" ...

DIRECTOR STEWART: Thank you. The boy that took the lead in that, by the way, is a freshman. A little older than the

average run of freshmen. Married and got a daughter. He comes to us by way of the Army where he was Assistant Director and soloist with the Winged Victory Chorus of Europe. A very outstanding young man.

Now we would like to try something a little bit hefty. It is fast. Something called "Lift Thine Eyes" by Logan. You see, it is new. I'm still using music -- with glasses. (Laughter) (The Glee Club sang "Lift Thine Eyes") Thank you.

We have a young man in the Glee Club that I suppose, if you will pardon my saying this -- I pull this when you are not here, I'll have to say this even if you are here. (Laughter) I suppose there is no more popular collegiate singer in the country than this young man, and you will soon see why I think he is really outstanding. Mr. Neil Smith of Park Ridge, Illinois. Our base soloist, who has done some remarkable things. He also is on this long play, nine piece, Victor, Red Seal record, (Laughter) which the Gold Peppers, which is an organization of girls on our campus known as our booster group for girls, sort of helps us get rid of. And they need money. (Laughter) Of course, we don't, but they do. (Laughter) The girls told me a while ago, very quietly, that they were going to make it very easy for you at the end of this meeting. I don't want you to think for a minute we are commercializing. We just don't do that. Mr. Vallyely doesn't like it in the Union building anyway. (Laughter) But I know it would be commercializing for instance if I told you the price, which would be very little of me. They are less than four -- less than \$5.00 and more than \$3.00 and it is even money. Brother, I fouled that one up, didn't I? (Laughter) One of the numbers you will enjoy on that recording is Mr. Neil Smith. Come on, Neil, let's go boy. (Neil Smith sang "Up a Lazy River" and "Dixie")

Thank you very much. You are a wonderful audience. Our apologies to any of you boys from the south. (Laughter) Someone the other day said, when we sing "Dixie" like that, "It's a hell of a way to treat the National Anthem." (Laughter) But that is not our arrangement. That is Dinah Shore's arrangement, and we did it with Dinah in Detroit a couple or three years ago, and then she gave it to us, so we kind of claim it. It is a nice arrangement and Neil does a fine job of it.

Certainly it takes a lot of nerve, but we have nerve I guess, so we would like to do "The Battle Hymn of the Republic" to close. It takes a lot of nerve to sing "Dixie" and "The Battle Hymn" on the same program, I guess, but it has been a kind of theme song of ours for a great many years, and we like singing it.

The soloist is Willard Fadner of Oshkosh, Wisconsin. I am sure Mr. Farley joins me and the boys in expressing our appreciation for your being such a fine audience. (The Glee Club sang "The Battle Hymn of the Republic")

... As the Glee Club filed out of the auditorium the audience gave them a tremendous ovation ...

PRESIDENT STIBBS: That was really a wonderful, wonderful Glee Club. Mr. Stewart, I wonder if I could shake your hand just as a symbol of our appreciation? (Applause as President Stibbs shook hands with Director Stewart)

I have three announcements to make at this time.

... Announcements ...

PRESIDENT STIBBS: I would like to express for all of us our appreciation to Dean O. D. Roberts for providing us with these attractive souvenirs of Purdue University. I am not sure whether they are paper weights or book ends. Perhaps they are both. But they are very, very nice. O.D., thanks very much. (Applause)

It is now my pleasure to introduce the principal speaker at this convention, Professor Howard Mumford Jones of Harvard University. This afternoon I said that I thought that fortune smiled on some of our invitations that we sent out. I had to write two letters before fortune smiled upon our invitation to Professor Jones. In his first reply he stated that he would very much like to be with us but that honestly he didn't know a thing about our personnel work.

I assured him that he could talk to us about anything that he thought significant in the field of American education. Mr. Jones' delightful acceptance reads as follows:

"Dear Jack: There is a lady somewhere in Shakespeare.-- or is it Byron? -- who 'he'er consenting, yet at length consenting.' I will make a speech for you as well as I can, for like Oscar Wilde, I can resist everything except temptation." (Laughter)

I am sure that you know that Howard Jones is professor of English at Harvard University and he is the author of many, many books and articles. To mention just a few of his achievements and offices, perhaps I should say that he has been President of -- dean of the Harvard Graduate School of Arts and Sciences. He has been president of the American Academy of Arts and Sciences. He is now chairman of the American Council of Learned Societies.

His mighty article on academic freedom published in the Atlantic about two years ago, through its incisive logic and courageous statement, made a tremendous impression on the entire country.

The dean of our graduate school at Tulane tells me that in his opinion no one in this country knows more about curriculum, teachers and research throughout the American colleges and universities than does Howard Jones.

In addition to being a great student of American education, and an even greater student of American literature, Mr. Jones just happens to be a warm and wonderful person who is regularly friendly and kind to everyone. He is even tolerant of Schools of Business Administration. (Laughter) I know that he addressed the faculty of our Business School at Tulane, and I know that he is published in the official journal of the Harvard Business School.

The last time I saw him down in Cambridge, he was deeply concerned that placement officers are overworked and do not have the time even to assess their work and prepare to do a better job.

He has a fine wit. His touch is always light, but like that other estimable Irishman our undergraduates like to sing about, Casey, our Jones can sometimes lower the boom.

During the six years that I have been in the Association this is the first time that we have had come before us a man who is not a president, not a dean, not a judge, not a psychiatrist, but a college professor, who has not three telephones, but only one in the departmental office, and who likely has never used a dictaphone.

Now, whether Professor Jones will make us feel comfortable or uncomfortable, we will certainly have a valuable opportunity to see ourselves in the perspective of a most distinguished American college professor. His topic: "When I was a Child." Professor Howard Mumford Jones. (Applause)

DOCTOR HOWARD MUMFORD JONES (Professor of English, Harvard University): Mr. Chairman, Ladies and Gentlemen: My present recollection of Casey is that he struck out. (Laughter)

We have classical assurance to the effect that the voice of Mercury is harsh after the songs of Appollo, (Laughter) and in view of my place on this program I am somehow reminded of a footnote I once read in a study published by Columbia University with

the entrancing title of "Funeral Costs and Management." (Laughter) You will immediately see the application when I recite the footnote. It was a transcription of an ad by an undertaker for composing the features of the deceased, \$5.00. For giving the features of the deceased a quiet smile, \$10.00. For giving the features of the deceased a look of Christian hope and pious resignation, \$25.00. (Laughter) I have already seen the look of Christian hope and pious resignation, and I will now go forward. (Laughter)

WHEN I WAS A CHILD

The president of your association, my good friend Jack Stibbs, is what in the parlance of Ireland would have been called an elegant letterwriter. This is a quality I naturally attribute to his special training in my specialty, the field of English. Evidence of his persuasive pen is that I, who know nothing about personnel work, am here to address you. As I have been turning over and over in my mind the problem of what topic within my competence would be most useful on this occasion, my memory keeps going back to a letter he wrote me in September, 1954. He said that yours is a professional association, that it is necessarily an association living in a world of its own with interests of its own, he describes you quite truthfully as "warm, friendly" people, and then he suddenly added, "But, they definitely need to see a college professor occasionally." This sentence seems to me to throw a lurid light on the American college.

I infer that I am here as a kind of captive panda from the Harvard zoo. And while, during the intervening months, I have pondered the problem of a theme, I find I come back inevitably to the meaning of this sentence, "they definitely need to see a college professor occasionally." I take it the implication is not one of therapeutic need, but rather the belief that if the personnel administrator knew more about the professor, he would be able to administrate -- if that is the right word -- more effectively than he does now. Or perhaps not? Who knows? Perhaps the theoretical goal of the National Association of Student Personnel Administrators -- why don't you cut a couple of cars off that freight-train of a name? -- a goal never to be reached perhaps but to be kept in view always, is a goal like that theoretically before the American Medical Association; namely, to make yourselves unnecessary. And this suave and delicate insult, this Gilbert and Sullivan paradox, this ingenious irony has so delighted my disorderly mind, I have resolved to address you precisely on the topic: How and why you should strive to abolish yourselves.

I know very little about student personnel administrators, national, regional, municipal, or local, just as I know very

little about engineering education, and so I shall begin by working the same dodge on you I worked on a conference concerning the training of technologists I attended at Columbia last fall. I there cast myself in the role of a Man from Mars. The Man from Mars may be described as a court of last resort. The Man from Mars is above the battle -- in the present case, the educational-administrative battle; and he simultaneously resembles the old lady who always said there was a great deal to be said on both sides. Descending from his planetary height, the Man from Mars is supposed to be able to describe us sympathetically, yet critically, as the queer beings we truly are. The Man from Mars as a rhetorical device (in a situation of this sort) permits persons like me to approach any problem in that spirit of ignorance, which is a surrogate from impartiality. Let me be the Man from Mars.

A recent issue of the valuable Annals of the American Academy of Political and Social Science was devoted to the topic: "America Through Foreign Eyes." The editor assembled some fourteen articles bearing on this topic; and it is with an analysis of these articles I propose, as a Man from Mars, to begin.

The fourteen articles fall into two unequal groups. Three are preliminary, and eleven are reports on the image of America now current in the imaginations of foreigners in Europe, Latin-America and Asia. To the preliminary group of three, Professor Reuel Denney contributes what seems to be the key article, and a very disturbing article I, for one, find it to be.

It is entitled: "How Americans See Themselves." It is not a report by Professor Denney only, something that might be charged with subjectivism, it is a digest of a series of studies by sociologists and social psychologists. Professor Denney says these observers find the following four traits characteristic of us:

"American character is (1) much engaged by the need to internalize the human meaning of industrialism, (2) organized in such a way that adolescence is more of a crisis in the life cycle than in many other cultures, (3) concerned with the ambiguity of sexual roles arising from the industrialization of women, and (4) engaged in playing out some sort of this-worldly mysticism that resembles, but is not the same as, the moral materialism of early British industrialism."

By "internalizing the human meaning of industrialism" I understand Mr. Denney to mean that in this country we struggle to equate machinery, of which we have a great deal, with our sense of

rightness, or rather of righteousness. An American, say these sociologists, winces if he sees a man doing a machine's work, as when a laborer hand-shovels coal for lack of a portable conveyor belt; but equally he winces when he sees a machine doing a man's work, as when business executives watch computers making the kinds of decisions they have been accustomed to make. In college terms, everybody, I think, feels a little sad when he sees the blood, sweat and tears of a year's course, its humors and triumphs, its days of sacrifice and its days of joyous neglect, translated into impersonal letter grades that are fed into an IBM machine and by the machine translated into featureless brown cards that have no relationship whatever to Dick and Joe, Sue and Mary. Whenever I see one of these things at work on my grades, I want to murmur with the little woman in Mother Goose,

if this be I,
As I do hope it be,
I have a little dog at home
And he knows me.

Contrariwise, since as a professor of the humanities I am usually without the ordinary mechanical conveniences common in offices, I have spent a good deal of time in a state of irritation because, being denied a telephone, a stenographer, and other mild mechanical aids no department of political science would do without, I have had to waste my professional energy doing work that any dean or personnel administrator expects (as a matter of course) to have done for him by machines or by assistants.

The second of the characteristics listed by Mr. Denney concerns the making adolescence more of a crisis in the life cycle of American youth than it is in other cultures. Again speaking for the sociologists, and again if I understand him aright, Mr. Denney has in mind not merely the contrast between coming of age in Samoa and coming of age, say, in Cambridge, Massachusetts, but also that, as a result of a complex of forces, the American is never more American than during adolescence, and often continues to be essentially American in proportion as he prolongs the adolescent world. To this point I want to come back by and by.

The third characteristic in his list -- the ambiguity of sexual roles in our industrial culture -- is at once simple and complex, and need receive little comment from me. The whole status of American women has been radically altered by the typewriter and the filing case, and by the discovery that they can manage an infinite variety of machines as well as men do, or even better. The profound effects of this radical alteration lie all about us -- from the girl who types the letters in your offices

to the puzzled sophomore who wonders how far necking ought to go and whether, if she takes Fine Arts 37, this will help or hinder her employability as a working wife. What has happened to what used to be called the home and to what used to be thought of as liberal education is evident in the strange structure of our apartment houses and our low-cost dwelling units, which have built-in radios and a place for television, but no room for a nursery and none for a library.

Finally, Mr. Denney's fourth point -- what he calls a "this-worldly mysticism" about industrial advance -- brings us face to face with our virtually religious concept of the future of American (industry and American) capitalism. In America just now we desperately want a patron saint. Unfortunately, Lord Macaulay is not quite adequate for the niche -- Lord Macaulay, who, as Chesterton acidly observed, wrote as if pistols produced rifles and rifles gave birth to cannon by evolutionary law. We want to believe in this inevitable progress, even though the latest birth of time is not another cannon, but the H-bomb. We want to believe that science, technology, and capitalism make for righteousness here and now. The religious quality of our mystique in this regard is what makes it so difficult for the Europeans to understand us, and for the Russians and the Chinese to get along with us. We know our destiny is religiously guided; unfortunately they don't know this. For us, industry and democracy go hand in hand to shape a brave, new world which, we think, cannot possibly be like Orwell's 1984 because, as every sensible person realizes, 1984 is what the Russians are going to develop unless we somehow prevent them. But in Europe and in Asia 1984 is sometimes interpreted as the American century.

Now the first thing Professor Denney would say to me in my capacity as a Man from Mars is that his summary is neither exhaustive nor final. Later in the article, indeed, he makes the same point that his colleague, Professor David Riesman, makes in The Lonely Crowd; namely that nothing is more characteristic of the national temperament than the tendency to change, to shift from one extreme to another. But if we assume that his summary is a fairly accurate statement of what social psychologists and sociologists now think they think about the national character, two striking facts, or absence of facts, begin to appear. The first is the lack of any theological or religious affirmation from these four statements. I mean by this not to deny religious intensity to any of the four beliefs. But it is not, apparently, a dominant characteristic of the American nation now to proclaim or believe that they are a great Christian nation, a nation going forward in the tradition of Protestant Christianity as they continually declared they were going forward in the nineteenth

century. And the other striking thing is the virtual omission of anything resembling intellection from this summary view. I do not mean there is any lack of intelligence in Professor Denney, I mean only the absence from this view, of any logical or philosophical principle, or statement of principle, or appeal to principle. His four traits are emotionally sustained, not intellectually conceived. For example, the Americans want to internalize the human meaning of industrialism, but they do not want to do this in terms of a system of philosophical ideas such as led Adam Smith from writing The Theory of the Moral Sentiments to the writing of The Wealth of Nations. Again: Americans want to develop, or have developed, a kind of this-worldly mysticism about industrial culture, but mysticism is not a matter of logic, it is a matter of intuited belief. Or again: no part of life is more colored by emotion than is adolescence except perhaps other problems arising from the situation tersely sketched in Samuel Hoffenstein's couplet:

Breathes there a man with soul so tough
Who says two sexes aren't enough? (Laughter)

The sexual problem therefore partially creates the third item in Mr. Denney's catalogue; that concerning the ambiguous status of women in our industrial society. The sociologists, or Mr. Denney for them, define the American outlook, not in terms of ideas, but in terms of desires.

Now if the Man from Mars asks at this point what the colleges and universities have to do with this situation, we shall have to distinguish. They cannot do much to promote or prevent the internalization of the human meaning of industry, they cannot do much to alter the ambiguity of sexual roles in our society, and though they may mildly increase it, I doubt that they can do very much to change our worldly mysticism, our American belief in the indefinite advance of the industrial order. I say this, knowing that much is made of idealism in the colleges. The humanities, for example, are thought to be especially the buttress of idealism as opposed to the alleged materialism of the sciences or of technological education, or, for that matter, of many phases of social science. Aside from the fact that I have never met a materialistic scientist, that most professors of engineering seem to me to adopt the wild poetry of Miss Millay's sonnet,

Euclid alone hath looked on beauty bare,

and that the perpetual search for values in the social sciences does not seem to differ from the search for values in the humanities, I doubt that the noble words uttered at commencement or in

the college chapel have much lasting and significant weight. The one point at which the colleges can take hold, it would appear, is this problem of prolonging adolescence. I think our colleges are innocently prolonging our national adolescence, and I am not certain we can as a nation permit them to do so much longer.

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A few years ago I taught for a time at the University of Munich in Germany. It was an interesting experience. Five years after the cessation of hostilities Munich, like most of the other great German cities, was still a place of rubble and ruin, though re-building was going forward, by hand labor, in the absence of the machines that, to an American, would have seemed necessary for so gigantic a task -- an instance of internalizing the human meaning of industry. The university itself had been hard hit. Its principal building would have been utterly destroyed had not Professor Gerlach, the physicist who later served as rector, organized a crew of devoted students and extinguished the flames.

The building in which I taught, partly occupied by the faculty of law and partly by other professors, was in process of reconstruction during my entire teaching time in Bavaria. To reach my classroom one had to make his way among piles of bricks, sagging walls, and the wrecks of houses. The great victory arch on the Leopoldstrasse, just beyond my building, was in ruins, though reconstruction began as I was leaving. The classroom assigned to me was new in the sense that it had been rebuilt within the shell of a damaged building, but the tower next to this structure was not repaired, and throughout the semester masons and carpenters and woodworkers were busy during the day, so that one's lectures were given to the accompaniment of the tapping of hammers, the moving of scaffolding and ladders, the noise of sawing, and endless conversation in Bayerisch outside the classroom windows. As the library of the university had been seriously damaged, there was an insufficiency of books. The great Staatsbibliothek--the Bavarian state library -- was not available, because the books had been packed away in boxes early in the war, and there was no use unpacking them until a building could be got ready to receive them. If I wanted to refer my class to paintings, this, too, was difficult, because the art museums that had been the glory of Munich were wrecked.

A European university, at least on the continent, does not have a campus in the American sense. The University of Munich occupies some buildings on either side of the Leopoldstrasse, a great, broad thoroughfare built, one imagines, for military purposes.

The structures on this splendid avenue are, except for the church towers, of uniform height and very harmonious as architecture. Indeed, if one did not know where to look for the university, one would have had trouble in locating it, so much do its buildings resemble the apartment buildings and other structures near them.

Until recently the University of Munich took no responsibility for the life of its students, and even today it takes very little. That is to say, it has no dormitories, it has no fraternities, it has no student union, it has no cafeteria, lunch-room, dining hall, or other place in which the university serves meals, it has no gymnasium and of course no stadium, it has no campus activities in the American sense of the term. Because of the abnormal conditions in post-war Germany the university for a time served cheap food to some of its students, and make a few inadequate gestures toward finding quarters in which these students could live. I am ignorant whether this innovation has been continued. Generally speaking, however, though there are student clubs and societies, all that we call college life and extracurricular activities, and the like, are not found at the continental university. Being a student at such a university can be pretty grim business. If, for example, a student falls ill, it is up to him, or his landlady, or his fellow-students to see that he gets taken care of. He has to forage for himself to find cheap restaurants and that second necessity of German life, cheap beer. His morals, his finances, his study habits, his psychology are his own responsibility. He pays a fee for any courses he wishes to attend. The names of the courses are entered in a little book he carries with him, but whether he attends the course or not is entirely his affair. There are no course examinations in our terms; and no grades on course work, no warning notices, no dean's list, no election to Phi Beta Kappa or Sigma Chi. The assumption of both students and faculty and of the government which supports the university and never interferes with its intellectual life is that an academic education is an intellectual responsibility for adult persons. The emphasis is upon learning, not upon teaching; and the theory is that if anybody who has made sacrifices to go to the university or for whom sacrifices have been made, is childish enough not to take advantage of his opportunity, the responsibility for being a fool is his and not the institution's.

When the student decides he is ready to do so; when, in other words, he feels he has attended a sufficient number of lectures and been a member of a sufficient number of seminars, he may apply to the faculty under which he has enrolled -- the philosophical faculty, for example, which corresponds in a rough way to our college of arts and sciences. He will show a faculty representative his little book, he will show a number of flimsy

pieces of paper called Seminarscheinen -- and it is his responsibility to keep them, not the registrar's responsibility -- and the faculty, or a committee of it, will, if he has a case, examine him to see what he knows. If he satisfies them, well and good. If he fails, there are no make-up examinations, no excuses, no dean, counsellor, psychiatrist, personnel administrator, YMCA secretary, or religious adviser to whom he can go. All he can do is to try again some other time.

Student life can be grim, as I say. One student of mine at Munich had only one shirt to his name; he slept, free of charge, in a coal bunker because he could not afford a bed; and he was trying to get along on one meal a day. Another man, attempting in our terms to work his way through college, had a night job and yet attended lectures in the day time, so that he always fell asleep. I do not, however, wish to paint too dark a picture. Many students were in more comfortable circumstances, though nobody had very much money. The European university calendar leaves lengthy intervals between semesters, so that many students were able to earn money between terms and so stay in the University. But the competition was terrific because in Germany a university education is necessary for any white-collar job of standing, and everybody dreams of a white-collar job.

In the matter of recreation, everybody in Europe, I sometimes think, has a bicycle, and a few have motor cycles. It is customary for students by ones and twos and threes, by groups, by clubs, by whole companies, to cycle out of town into some one of the groves or parks nearby, where there is perhaps an inexpensive outdoor beer-garden and, unwatched by the dean of men or the dean of women, enjoy themselves. Others take walking trips. Some of the motor-cycles are equipped with side-cars, but, side-cars or not, if the student can save up enough money for gasoline, which is expensive, he and his best girl may go bouncing off through the beautiful Bavarian country-side for an occasional holiday spin. There is no parking problem on the university campus, for nobody has an automobile, and all our elaborate regulations about student cars, student parking and student parties are unknown.

I have no special brief for Germany and the Germans. So far as their present plight is concerned, they were justly punished, if you want punishment to take the form of destruction. I think there are a good many faults in the old German university system, which the conservative Bavarians have virtually restored, despite American pressure to alter it. But these are matters aside from my central point.

So far as the notion of a university is concerned, there is, I think, no great difference between the German universities and other continental universities from Bergen and Upsala in the north to Naples in the south. The teaching is frequently bad, the university is sometimes a facade from behind which the life has departed. But in Europe it is universally assumed that a university -- and there are no colleges in our sense of the word -- is a mature intellectual enterprise primarily concerned with preserving and extending knowledge and maintaining the great professional classes -- scholars, scientists, lawyers, doctors, clergymen and so on -- without which no culture can survive. It has no traffic with ideas like the development of personality, or worthy social purposes, or learning by doing, or education for a changing world, or a variety of other slogans characteristic of American education. Cultures come and go, nations rise and fall, governments wax and wane -- the university remains.

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If we turn from life in a continental university to student life in America, we enter a totally different world, or so it seems to the Man from Mars. It is a world younger, more variegated, less geared to intellectual endeavor. It is an undergraduate world, whereas the European university world is a world for adults. Entrance into the American college, or so thinks the Man from Mars, despite all the fuss about grades and getting your lessons and the top percentile, and college boards and intelligence tests and personal interviews, is far, far easier than entrance into a German university, partly because there are no European high schools in our sense of high school; partly because the so-called Abiturexamen -- that is, the series of examinations one takes at the end of his life in the European Gymnasium to determine his fitness for further training is one of the toughest examinations in the world; partly because, by law in many of our states, any graduate of an American high school has a right to enter the state university, whether he is qualified or not; partly because privately supported colleges have to depend upon tuition fees if they are to have students, and upon students if they are to have tuition fees. In the American academic world, despite a good deal of well-meant protestation to the contrary, the emphasis is on teaching, rather more than on either knowing or learning. No European university would dream of solemnly asking its students to rate professors as some American universities now do, in an effort to ascertain who is to be promoted and who is not. The Man from Mars can only marvel at the logic behind this concept of the intellect. A European faculty is a congregation of men who know -- that is, of highly trained specialists. If you as a student wish to become an intellectual, it is up to you to become one, it is

not the responsibility of the professor to be patient with your dullness or your mediocrity or your laziness, and thereby win votes. There, the student joins a community of scholars. He goes to learn. Learning is a lonely process, fundamentally a-social, despite all our easy talk about well-adjusted personalities.

The Man from Mars is therefore compelled to observe that American college life is distinguished from academic life on the continent by a special quality, and he ponders the attraction and weakness of this quality. I do not wish to paint too dramatic a contrast and I am aware that young people are young people the world over, even though the European student is commonly more mature than is the American student. European students are something more than grinds. Let us not forget that the greatest collections of student songs in the world are the German Studentenslieder, or that in foreign universities student political life sometimes boils up and boils over with a fury unknown on American campuses, so that from time to time a university has had to be closed by the government in power. But nevertheless, the emphasis in the one group is upon the intellectual life, and upon the life of social adjustment in the other group -- that is, in the American colleges. The Man from Mars is naturally interested to analyze the significance of this fact.

The more he studies American undergraduate life, the more he finds a kind of national philosophy running through it. All these student activities, which engage the attention of your members -- getting into the right fraternity, competing for a place on the college paper, editing the yearbook, participating in the glee club or the dramatic society, winning place on the varsity squad, campaigning for presidency of the student council, student dances, student love affairs, student dormitory life, student religious groups -- what is all this but a copy in miniature of life outside the campus, its snobbery, its competition, its generalities, its notions of what the good life is, its democracy, its frivolity, its serious concerns, its kindness? On the campus, religion makes no more noise, so to speak, than it makes in town, whereas athletics make a great deal of noise in both localities. Compare the attention given to sports in the morning newspaper and that in the alumni bulletin -- the proportion is roughly about the same. Finding one's place in the college social world parallels finding one's place in the world outside. The Big Man on Campus has an odd resemblance to the business leader, banker, politician, or manufacturer in workaday life. Traditionally, the American campus is an echo, not a criticism, of American society.

I say "traditionally." Tradition in America is never very long. If you have read Henry Canby's The Age of Confidence or Van Wyck Brook's America's-Coming-of-Age, you have learned that in the nineties and later, campus life was about the only preparation the student could acquire for our competitive society.

The Man from Mars is not persuaded this is altogether wrong. He is not persuaded that our college catalogues are mistaken in listing and describing the nature and activities of student clubs and associations before they get around to the dull business of listing courses and professors. Conceivably, he thinks, we have here a central idea in American education.

If so, it is something unique in the world. Its virtue is to permit the undergraduate to imitate and practice the kind of life American society has hitherto demanded of him -- the world of middle-class values and accomplishments. On the campus by a process of trial and error he learns what he has to know to get on more effectively in the world outside and in the shelter of the college his mistakes do not carry the penalties similar errors might exact elsewhere.

But if undergraduate life has its excellences, the Man from Mars notes that it suffers from an apparently ineradicable defect. It is merely imitative. It has no values of its own. Its imitativeness, its quality as play become immediately evident, even to the adolescent, once the student leaves the undergraduate college to enter the medical school or the law school or the graduate school or any other professional institution. Though he may still tread the same ground as do his quondam companions, though he may enter the same classrooms and study under the same faculty, he has virtually disappeared from the life of the college. The challenge of professional training is, he finds, an adult challenge, and the mature student, though as a child he spoke as a child, must now perforce put away childish things. Consider, as example, the life of the candidate for the bachelor of arts, and the life of the same student when, three months later, he becomes a candidate for a degree in law. Reality is now intellectual reality, not imitativeness, and the student discovers what the undergraduate world does not permit him to discover, that there are deeper satisfactions in life than being elected editor of the college paper. The American professional graduate schools have had to learn that the heart of training is the intellectual love of learning. Until that is discovered, nothing is discovered. Education is not the mere capacity to be taught, it is not running for campus offices or getting into the right clubs or basking in the factitious and fleeting glow of athletic fame. It is not dependence upon deans, councilors, psychologists, and tutors. It

lies the lonely capacity to learn. Looking over his shoulder, I can see that the Man from Mars concludes that the great problem before the country, educationally, is: How can we make the undergraduate colleges grow up? How can we gradually diminish this prolongation of adolescence?

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Of course I do not know enough to answer my own question. The whole vast force of emotion among the alumni is against any such notion. The whole vast force of American tradition is opposed to it -- consider how American fiction, how American movies, how American fashion magazines (like Mademoiselle), how American newspapers picture the American college. Consider the vast emotional patterns annually woven around American football, American basketball, and American track by writers for that most influential part of American journalism, the sports page. Consider the effects of our national sorority and fraternity systems, with their emphasis upon good fellowship, their vague Boy-Scout appeal to middle-age alumni for funds. Consider the commercialization of textbooks, more and more determined not by the intellectual needs of the subject, but by the reports of travelling salesmen as to what the mass market will take, not what the class market needs. Consider also -- and forgive me for being rude -- that a vast battery of deans and tutors, advisers and proctors, psychiatrists and personnel administrators, religious counsellors, big brothers, big sisters, doctors, nurses, YMCA secretaries, orientation weeks, vocational guidance weeks, employment offices -- I mean no disrespect to any item on my list, any of which can justify itself, I am sure -- consider that this vast battery, all directed towards the social adjustment of the student, inevitably moves away from intellectual originality toward accepting any present social norm as an inevitable norm. Our system means that the normal student is the average student, that is, the student who continues to get his lessons, continues to celebrate the virtues of football victories, continues to exhibit that lingering adolescent love of anonymity called school spirit, continues to act as if his four years in college were a miraculous continuation of what he did from the ninth grade through the twelfth. Do I seem unkind? On behalf of my Martian friend I must again remind you that the moment our young friend steps into a professional school he drops all this as if it had never been. And I might also remind you that because of the commitment of the college to secondary and popular work rather than to primary and intellectual endeavor, the hardest task before any college president is to raise money for general college funds rather than for a dormitory, a football stadium, a student union, a college chapel, or a baseball cage, though the commitment of the

college is not to the baseball cage, nor to social adaptability nor to marriage, nor even to the armed forces of the United States -- the commitment of the college is, according to its catalogue and its faculty, to the intellectual love of truth.

I am permitted to quote from a letter by a keen-witted graduate of an excellent woman's college in the East, the writer of which, since leaving college, has gone abroad. It was written in response to an appeal for funds from the college whose degree she holds. She tells the dean signing the letter:

"When I was a freshman you called me in and told me not to be so much of an individual. I was completely shocked by this, and still can't quite understand it. I would think that the whole point of going to college is to learn to be an individual, to learn to think clearly one's own thoughts, and to learn to compare and evaluate them with the ideas of others. Yet this is not what I learned at college ... [instead] I learned to assimilate with the crowd, learned to work together with other girls on dorm functions, fashion shows, time-wasting social competitions, etc."

And a little later: "What is the end result of 'gracious living?' Should a person strive for it? I think [the college] should be ashamed of such a motto I sincerely hope that my own children will have a chance to get a real education, not just four years of let's-live-together, play-together-happily-to-our-own-advantage."

This is, if you like, one-sided, but I wonder whether it is any more one-sided than the dean's original letter, which appealed for support because the college was committed to gracious living?

There are now more Russians in the world than there are Americans, there are twice as many Indians, and three times as many Chinese. The annual increase of population in Russia, China, Japan and India runs into the millions. The Japanese and the Indians view us with increasing suspicion, because they see in us, however wrongly, the continuators of nineteenth century colonialism. The Chinese and the Russians view us with dislike or hostility or both. Three of these nations -- possibly all four -- are committed to sets of ideas that are certainly dynamic, and perhaps destructive.

The India of Nehru desires not merely to wipe out the memories of colonialism, it desires to restore the ancient culture of that sub-continent to the great and important place in world affairs it justly deserves, and it will ally itself to the West

only so long as the West proves materially beneficial to its program. What is true of India is equally true of China, with the addition there of a driving force in government that believes the future belongs to the expansionist philosophy of Karl Marx. The Russian dynamic requires no comment from me.

But in the democratic West -- that is, in the Atlantic community -- we find the democracies divided and confused. The recent political history of France and Italy is not heartening, any more than is that of Argentina, Brazil, or Columbia. And we are told by both sympathetic foreign observers and by competent American observers that if we are to meet the dynamism of communist philosophy, we must develop a mature intellectual dynamic, a moral dynamic, a philosophic dynamic not merely capable of battling with the communist promise of land for the peasants, but capable also of capturing the imagination of those peoples who are hovering, undecided, between the claims of the free world and the claims of Karl Marx. Perhaps it will do no harm if this dynamism also attracts the imaginative allegiance of our own people as well. What modern writer has dared proclaim: "These are the times that try men's souls: The summer soldier and the sunshine patriot will in this crisis, shrink from the service of his country; but he that stands it Now, deserves the love and thanks of man and woman." The language may strike us as unfashionable, but can we say that the sentiment is unfashionable also? The Man from Mars would like to know.

The great professional schools that demand and receive the mature intellectual allegiance of their students cannot furnish us with a moral dynamic, but only with instruments for policy to use. I do not doubt the great value of these instruments. To extend medical aid to disease-stricken populations, to build bridges and highways where they are needed for the trade of the world, to assist new nations such as Israel to establish modes of law and justice, to help with public housing as American architectural skill has sometimes done abroad, to set up research institutes in science and remake exhausted soils are projects so excellent that no one can deny their worth.

Unfortunately, however, these projects, or the promises of similar projects, are possible also to the communists; and we only deceive ourselves if we suppose that the communist government of China has not undertaken to improve the health, the agriculture, the education, and the productive capacities of their people in this fashion, like our own and for analagous aims that will benefit that government. Specialized knowledge and expert techniques are not the sole possession of any nation for long, as we know to our sorrow in the case of the atom bomb.

No, what we need in this great struggle is not merely nurses and engineers, doctors and plumbers, biologists and dentists, what we need is to realize that cultures live or die, succeed or fail as expressions of the spirit of man, not as producers of goods for consumption and exchange and not as examples of behavioral psychology. If my single voice can not convince you of this profound truth, let me refer you to the address with which Dr. Robert Oppenheimer concluded the celebration of the Bicentenary of Columbia University not very many months ago.

But where are we to get this intellectual energy? How are we to acquire this dynamic belief in the dignity of life? I know no better place to turn than to the curriculum of the college of arts and sciences. That curriculum deals not so much with the technique of inducing change as with the lasting substance of human thought. Its courses are a roll-call of greatness. It is compounded of history and wisdom. Its faculty is at least as competent as the faculty of any other part of the university, and it has to offer precisely what American civilization most needs at the moment; a belief in, an understanding of, its own purposes, ideally considered, as an expression of the spirit of man.

I submit that we are living in the most heroic age in the history of the world. Our descendants, if we do not by our own folly destroy the possibility of leaving any, will wonder at what we endured -- an age beside which the actions of Caesar are a petty skirmish and a village election, and the romance of Napoleon, with all its glitter and splendor, fades to a footnote to history. There is a phrase in Shakespeare, "Come the three corners of the world in arms," and surely in our time it can be said that the three corners of the world have come in arms, physical or intellectual, to overturn the liberal state if they can do so. We cannot afford to cease from mental fight nor let the sword sleep in our hand if we are to survive the conflict. At least, that is the way it looks to the Man from Mars.

Well, it may be asked what has all this martial rhetoric to do with the work of the National Association of Student Personnel Administrators?

I think it has everything to do with it. I read in the Statement of Principles adopted by your body in Colorado Springs that "education encompasses the student's whole development towards full and balanced maturity, that each student's education is primarily his own responsibility, and that personnel services must function as an integral part of the total college program." This is excellently said, but a little later on the same page I find the old, familiar, weakening strain -- "social relations,"

"experience in democratic living," "effective communication of student needs," and "leadership." I haven't the slightest objection to any one of these phrases taken singly except that they are collectively a perpetual temptation to mistake mode for substance.

My mind goes back to the letter I read you from the graduate of a woman's college: "What is the end result of 'gracious living?' ... I sincerely hope that my own children will have a chance to get a real education, not just four years of let's-live-together, play-together-happily-to-our-own-advantage."

What we need in the college of arts and sciences is not boys and girls, what we must now have is men and women. I do not see how higher education in America can forever survive half child and half adult, even in the piping times of peace -- and these are not years of peace but years of predicament and tragedy.

I do not expect high school graduates to turn into philosophers between June and September, and if anybody tried to reduce the American college campus to the intellectual barracks it once was, I should, I hope, be the first to protest. But your president asked me to speak because, he said, "they definitely need to see a college professor occasionally," and as the reproach has been justly made, that the professor sometimes gets so absorbed in his own specialty, he forgets the student, so it is professionally possible for the student personnel administrator to become so absorbed in his own expertise, he forgets the college.

In 1785 Thomas Jefferson's nephew, Peter Carr, was fifteen years old and was ready to enter college. The letters which the future president of the United States wrote from Paris to the undergraduate at William and Mary introduce us to a world remote, indeed, from the college world of our time, but they assume as a matter of course that the business of college studies even at fifteen was not to prolong boyhood but to begin manhood. "Time," writes Jefferson, "now begins to be precious to you. Every day you lose will retard a day your entrance on that public stage whereon you may begin to be useful to yourself. . . . I trust, that with your disposition, even the acquisition of science is a pleasing employment. I can assure you that the possession of it is, what (next to an honest heart) will above all things render you dear to your friends and give you fame and promotion in your own country. When your mind shall be well improved with science, nothing will be necessary to place you in the highest points of view, but to pursue the interests of your country, the interests of your friends, and your own interests also, with the purest

integrity, the most chaste honor."

Doubtless it was wrong of the eighteenth century to regard children as miniature men and women, but if the armed forces can today regard a youth of eighteen as a man capable of training, and of making decisions for himself, alone, in the field, it seems to me that the colleges might do at least as much. Student personnel administrators, I suggest, belong on the intellectual front, not on the social sidelines. They ought not to see a professor occasionally. They ought to see him all the time.

In simpler times, the American college could afford to be one of the ways by which the confused and charming emotions of adolescence could be safely prolonged in America for some four delightful years. I suggest that it is now too late in the world's history for this dream of endless youth to continue. Doubtless no small part of your professional labors arises in fact from the truth that the undergraduate college of the twenties has already begun to change radically under the pressure of war and the draft. Doubtless also no small part of the need of psychiatrists in the college world arises from the increased tension between dreamy adolescence and the demand for more rapid maturation on the part of the undergraduates. If this be so, I think the change, though painful, is healthy. I am convinced that what Peter Carr could do in the 1780's American youth can do in 1955.

"Every day you lose will retard a day your entrance on that public stage whereon you may begin to be useful to yourself," said Jefferson, just as he said that "when your mind shall be improved with science," you can then "pursue the interests of your country," I think in a grim world the interests of our country require that the undergraduate colleges develop as soon as may be intellectual standards comparable in quality at least to those we accept without a murmur from professional schools; and though I may regret the gradual passing of the bright world of the college campus of the past, that world and the possibility of that world must inevitably give way under national demands for mature thought and a reasoned philosophy.

When as a nation we were a child, we could speak as a child and think as a child, but there comes a time -- and the time is now -- when we must begin to put away our pretty toys and insist that literature, art, science, and philosophy are not the mere subjects of lessons dutifully to be got, but weapons to master for survival in this great critical period of human history. We must put away childish things. We must, if we are to survive, go back to our European origins and realize that the

world of scholarship is a world of men and women, not a world of boys and girls.

Thank you very much.

... Dr. Jones was given a great ovation ...

PRESIDENT STIBBS: Thank you, Howard, very much for coming before us and giving us a major address. I do not know where Howard Jones came from. He flew in here on the Lake Airlines this morning. He speaks in Albany tomorrow night. In two weeks he leaves with Mrs. Jones for Israel. But Howard Jones does things easily.

DR. JONES: Do I? (Laughter)

PRESIDENT STIBBS: It is just wonderful to have him here, and a great many of you may have met him personally, and I hope when we conclude tonight that others of you will step forward and shake hands with our friend, Professor Jones.

Fred, are there any announcements we ought to make, or Don? Does this conclude it, Fred and Don? Keep me informed.

If so, this very fine banquet is declared concluded.
(Applause)

... The Banquet Session adjourned at nine-twenty o'clock ...

TUESDAY MORNING SESSION

April 19, 1955

The Conference reconvened at nine-fifteen o'clock, Dean W. B. Rea, University of Michigan, presiding.

CHAIRMAN REA: Good morning. If you gentlemen in the back of the room will be seated, we will attempt to get the show on the road.

Gentlemen, it is now my privilege to open the third general session of our 37th Conference. I am glad to see that so many of you have survived the banquet of last evening, and are now willing to return to the more routine things which we are here to consider, the first of which this morning is "The Role of the Dean of Men."

Fred has an announcement to make.

... Announcement re: tour ...

CHAIRMAN REA: The responsibilities of the dean of men as a student personnel administrator, and his day-to-day as well as his long range objectives are clearly set forth in the Statement of Principles adopted by this body at the Colorado Springs Conference. You have heard them elaborated upon by Jack Stibbs and by the members of Monday morning's panel. Last evening they were torn down in part, and then rebuilt to even loftier heights by our friend Howard Mumford Jones.

I feel confident that we are all aware of our fundamental responsibilities and duties which were more simply summarized in the days when the dean of men was referred to as a counselor, guide and friend of the men on his campus.

However, that picture changed, even as did the name NADAM, with the advent of the coordinator and the specialist, with the construction of residence hall systems, with the establishment of testing programs, placement bureaus and the many other services developed in recent years.

During that period most deans of men continued to function as such, but with revised and increased assignments which, with the responsibilities of largen enrollments, I feel tended to remove them somewhat from their original relationships with their students. Some accepted new titles, and others were superseded by personnel officers appointed to newly created posts, designated by a variety of titles and definitions. But regardless of his

name or his position in the administrative structure of his institution, the dean of men has maintained an important role. He has encountered new problems, and also has retained many of his old ones, not the least of which is his well known colleague, dean of women.

It has often occurred to me that if more of our deans of women were susceptible to the Reno treatment, that they might develop a new viewpoint which would improve this relationship. Reno, as you may have heard, is described as a resort which a woman can visit and leave feeling like a new man. (Laughter)

For the increasing number of Vice Presidents in the student personnel field, I have no comment other than to repeat a story which Jim Lewis, our new vice president in charge of student affairs is fond of telling. It concerns a centipede which had the misfortune to develop corns and bunions on all of its feet. The centipede, hoping to find relief from the pain and discomfort sought the helpful advice of a management expert. The expert agreed that the centipede was in pretty sad shape and said, "Well if I were you, I would change myself into a mouse, and instead of 100 sore feet, I would have only four to cure."

Well the centipede said, "That is a fine idea and I certainly thank you," and he started to leave. As he approached the door, he turned and said, "Well say, how do I turn myself into a mouse?"

The expert replied, "Oh, that's for you to figure out. I'm just a policy man." (Laughter)

Now, "Ted" and his panel are ready to give you their interpretations of the role of the dean of men, and I am happy at this time to turn the proceedings over to "Ted" Baldwin, long time dean of men at Cornell University, who will act as moderator of the discussion.

MODERATOR FRANK C. BALDWIN (Dean, Cornell University; Panel Discussion "The Role of the Dean of Men"): Thank you, Bud.

In spite of all the things we heard last night about what we should not do on a college campus, we are going to go ahead with this panel because we had it planned anyway. (Laughter) We decided we had better do something about it rather than run around and reorganize the whole college system right over night.

As we were sitting there last night, we happened to have a sign at our table. Maybe you saw that little pottery engine with Purdue written on it. So I asked what I thought was a

simple question, which was, "Do they have ceramics here and teach it at Purdue?" Someone suggested that they taught psychosomatics particularly for crackpots. (Laughter)

I should say this panel this morning was suggested by Don DuShane, who unfortunately could not come here this year. However, he did send his good assistant, so we have a representative from the University of Oregon here who will be one of the members of our panel.

I think the best thing to do is to get started on this, because I know some of you have some ideas of what you think a dean of men ought to do, and many others have ideas of what they ought not do. A definition you have probably heard as to what is an assistant dean of men: He is a mouse training to be a rat. (Laughter) That's the old gag we hear, and we have to take those definitions and comments as part of our stock in trade. If we lose our sense of humor, we have had it. So we will have a few comments along the humorous lines I am sure, along with the more serious comments.

In this comment and letter that Don DuShane had written, his idea, the one that we are following out here in our panel, was that he as a neophyte dean of men had come to these meetings and had heard a lot of comments about what a man should do, what areas he was supposed to cover, and how he might go about doing something about. That is the idea of this group in here, because we have a lot of neophytes, so to speak, and of course all of us are in that class because anybody who says he has all the answers is the man you want to watch because he is going to get himself in trouble, and fast.

The first speaker we have this morning on the panel -- and after we have had our panel discussion here we are going to open it up for questions from the floor, and I hope there will be a number of those -- is Dean Ray Hawk of the University of Oregon. He has been a director there on the Oregon campus since 1950. Before that he had been a director of teacher training at South Oregon College, and as I have said before, he is one of Don DuShane's men, and it is a pleasure to introduce to you, those of you who have not already met him, Ray Hawk. Ray.

DEAN RAY HAWK (University of Oregon): Thank you, Ted. It is certainly pleasant to be back with the group here at NASPA again.

In introducing my part of the program this morning, I would like to do a little reflection upon my first meeting which

came that same year when I started in this business in 1950. It was my pleasure to attend the meeting at the Chase Hotel in St. Louis. At that time I got an opportunity to get rather well acquainted with our able recorder here, Mr. Leo Isen, and in the course of conversation -- I think this conversation followed that very famous meeting, where I think things broke down at a great rate, and we had one of the best joke telling sessions I think I ever can recall. It was decided at that time that Leo was going to write a book. Well, I am quite sure that he made enough notes to at least accomplish the first five chapters in that book. He tells me in a visit we had yesterday that the book is proceeding at a very slow rate of pace, and I agreed, after having spent the first day in the session, that things have changed. I don't know whether we have become too sedate. Maybe we are following the mandate of last night's speaker without realizing it, but at any rate, with your permission, I want to help start another chapter on Leo's book. [Remarks off the record]

So with that as a starter for Leo's sixth chapter, we will leave others to carry on from there.

I think all of us, even those of us who are classified as neophytes or new deans, can see where we have had to use many changes in the nomenclature in recent years. I think my institution typifies this same change that has taken place everywhere. I know in my student days our school was quite traditional in that we had a dean of men and dean of women concept of our personnel program. When Don DuShane came to our campus in 1948, along with our president at that time, our program was re-structured into the more centralized type program where we had a director of student affairs with associate directors, and then bringing in under this centralized personnel the registrar, admissions, graduate placement, student employment, and many other services commonly found in a centralized personnel program.-- of course with increased staffing.

Along about 1950 we had further changes in that we took over more responsibility by demanding of our fraternities that our freshmen live in university residence halls, both freshmen men and freshmen women. Naturally, this further expanded our personnel program at the university.

You might wonder, just what has this done in terms of the traditional responsibilities for the role of the dean of men?

As I indicated, we had to change titles. I was designated as an associate director of student affairs. I think we probably confused everyone in the state, from the Governor on

down through all of our legislative help, plus our alumni and certainly our students. What has happened? Four years later, the president refers to me as the dean of men; the faculty refer to me as the dean of men; the students call me the dean of men. I am still the associate director of student affairs.

So I would say from the standpoint of titles, it does not make any difference what you do. It is the common thought of what people think you do. You are going to have that common title pinned on you, and in our institutions, I think that is the case.

So far as responsibilities, not having been a dean of men for too many years, I cannot say that I know all of the things that a dean of men may have been responsible for, but I am confident of this: Whatever they may have done, I do more of it today than I would have five or ten years ago. I am confident of that.

Part of it, I think, is due to this increase in the responsibility of personnel in the residence hall program, where we took over residence halls and the counseling program that went with that. Naturally, this added to our staff quite a number of counselors, and the responsibility for supervision of that program. I think this is the point which Dr. Stewart was referring to yesterday morning. The point, to my way of thinking, was extremely well put, and I was a little surprised when in one of our group sessions yesterday afternoon we found so much apparent friction existing between bursars, business managers whatever you want to call them, and personnel people, because I think this is the area -- and I am citing of course from my institution -- where the dean of men has one of the greatest responsibilities. I do not think he waits for Mohammed to come to him. I think it is up to the dean of men to make this approach. That is my own personal feeling.

We have a situation where the counselors in the residence hall program are paid from the dormitories. I mean, dormitory money covers that. One quarter of my salary comes out of dormitory earnings on our campus. I think that may not be a typical situation, but my point is this: That we are very dependent in our educational program, particularly in our residence halls, and should have a complete understanding of the director of dormitories and the business manager. I think it is extremely important that they share the same philosophy and goals in what you are trying to do with these young people in a dormitory or residence hall program.

Now, it may be that you use dozens of different

techniques to accomplish a goal, but I do think that it is mandatory that the dean of men make the overtures. I do not care whether it be over a social bridge game or whether it be in the mid-morning break for a cup of coffee, or if you bring him in on student committees, or faculty committees -- whatever the technique be, I think that is one of the new responsibilities -- not that it has not always been there, but I do not think it was always as necessary as it is becoming with these increased services.

So I would say to any young dean of men who is entering the business, particularly if you have a strong residence hall program, that you had better mend your fences through a very strong effort to coordinate with these other people that you work with so closely.

Other than this one area -- I am restricting myself to one area because we will have other men bring along other topics here this morning -- I think things have remained pretty much the same. We still have loans. We still have parents to deal with. We work with grades, we work with, as I call it -- and I think it is very accurately put in our world-- we are living in a world where we deal in league either with the wheels or the heels. I think we still have our wheels and our heels at Oregon. We still have our discipline problems, and we still have our dean of women. Thank you. (Applause)

MODERATOR BALDWIN: Thanks a lot, Ray.

The next member of our panel has been an associate dean of men at Oberlin College since 1945, and he is one of Dean Bosworth's men, and we are very happy to have him here this morning to be with us on this program. He is Dean W. D. Holdeman, another double-Dean. So it gives me pleasure to introduce Dean Holdeman.

ASSOCIATE DEAN W. D. HOLDEMAN (Oberlin College): I have been asked by a friend to repeat a dean's story. This story is somewhat appropriate also in that it actually started in Indiana. One of my older brothers came home one vacation with this story which he told at our dinner table, and partly in genuine Hoosier rivalry claimed the story took place at Purdue.

There was an able young high school senior off to college and his father bid him farewell. The story went this way. A few weeks after his freshman week he sent this wire to his father, "Dear Dad, I made freshman football captain." And his father wired back, "Dear Son, you mean 'we' made freshman

football captain. Your ability and my money."

At the end of the freshman year, the son wired, "Dear Dad, I made the freshman honor role." The father replied, "Dear Son, you mean 'we' made the freshman honor role. Your ability and my money."

In his sophomore year he became the class president and wired, "Dear Dad, I made sophomore class president." The father replied to it with the same wire.

In his junior year he made Scabboard and Blade and wired, "Dear Dad, I made Scabboard and Blade." His father wired back, "You mean we made Scabboard and Blade. Your ability and my money." In his junior year in the spring he made Blue Key and wired his dad, "Dear Dad, I made Junior Phi Bet." His father said, "Ypu mean we made junior Phi Bet."

In the end of the fall of his senior year he wired his dad, "Dear Dad, I made All-American half back." His father wired back, "Dear Son, you mean we made All-American half back. Your ability and my money." By may of the senior year he wired his father this way: "Dear Dad, I made the dean's daughter and she had twins. Mine died, what will I do with yours?" (Laughter)

I would like to comment, in a facetious and also fictitious way, that the dean of men has really an easy life. The dean of men is now the dean of referrals. If you have a student who comes to the dean of men's office and he wants a policy decision, you refer that student of course to the dean of students. The dean of men has lost his niche in that spot of policy making, and he has the simple task of just following and carrying out some of the policies that been made.

Then you have a faculty friend who comes to the dean of men's office, and he needs some administrative support for a project. Of course you refer that friend to the dean of women. The dean of men has lost his prestige, as I have mentioned, and the dean of women has had to win the favor of the president in her attempt to deal with the dean of students, or in her vigilance against an impossible administrative change. I can speak with authority there because we have a dean of women.

Then you have the student who comes with the old academic problem, and he needs some good sound and practical advice on self-discipline. You refer that student to the dean of the faculty. The dean of the faculty now has a faculty adviser program, and his men are experts because they either have a

lesser teaching load or they are getting more pay for this academic advice.

Then you have a student who comes in with a girl problem, and he is losing sleep. This problem is an easy one, because then you have to refer this to the health service and the psychiatrist. They take care of such problems.

Dormitory and housing planning doesn't even come to the dean of men any more, because we have business managers and comptrollers and only they know the educational value of the dollar.

You have the student who has committed a crime, or just perhaps a serious infraction of the rules. That is another easy one because you refer him to the psychologist or the professional counselor who knows there are no bad college men and that it was not really the student's fault, in his judgment. Perhaps we have some wrong restrictions, and they work on that part of it.

Then there is the freshman, and maybe the dean of men is guilty here himself of letting something go by default, for the dean of men has instituted an elaborate dormitory counseling system, and naturally he has to refer the freshman back to that program.

As I mentioned, these are rather facetious remarks, but seriously perhaps the dean of men must do a bit to rebuild his own empire, or he must get back to the original program of the dean of men and realize that he has a vital place in it.

As one of my funny friends always says, "Where are we at?" Now it could be that the dean of men still has just about the right amount of time to give to the men students on campus without over-servicing the men, as some of our speakers have already mentioned. (Applause)

MODERATOR BALDWIN: Thanks very much, Dean.

Many of you know the next man. Those of you who were at Colorado and stayed at the Broadmoor know that Juan Reid is the one who ran the show out there and did a grand job of welcoming us and taking care of us. Juan had been in the service and came out of the service to go to Colorado, and there is where he has been since 1945. So it is a pleasure to introduce the dean of men at Colorado College, Juan Reid.

DEAN JUAN REID (Colorado College): Thank you, Ted.

I don't know whether I appreciate that story or not, Dean. I have a daughter who started into college this year. It didn't sound very funny to me. (Laughter)

I was rather amused at the dean's facetious remarks. I am sure they are facetious because I am convinced there is still a place for the dean of men in the average college program, in spite of Dr. Jones' remarks last night and your remarks this morning.

I am perhaps at one of the few schools who retains the old traditional type of dean of men. My duties at Colorado College: I have the discipline of the men students, and I am the veterans counselor. I sign and register all the veterans. I interpret all the Public Laws, Public Law 346, Public Law 894, Public 550 and 16. I am the foreign student adviser. I have charge of the applications for student aid and have to make all the recommendations. I am head of the Inter-Fraternity Council. I have to be familiar with the selective services regulations. I handle a few other services, and on top of that I am director of athletics. (Laughter and applause)

Up until this year, when I finally got my first assistant as a director of student housing, I also had all the housing.

You might ask the question: "Well, how in the world can a person have so many different functions and still do a good job?" Perhaps maybe I do not have time to do as good a job as I would like to, but I do feel that in my school where we have a thousand students, with 550 men, there is one of me with one assistant in charge of housing, whereas a school seven times as large will have maybe seven people on their staffs. So I think actually I am not doing any more work than these seven people are. I am just doing a lot of different things and have the whole student.

I think it actually gives you more time as the traditional dean of men, and it gives him more time to devote to his students, because he is not busy shoving off the student and dealing through some other agency.

I think our fundamental concept of what our job is, is that of a well educated and well integrated individual when we graduate him in four years, after his matriculation, and I think we all recognize we cannot divorce the academic from the other college experiences in the idea of a complete education, so the position of the dean of men still has an important function.

I do think the development of all these specialized

agencies in the larger school has perhaps relegated the dean of men to the idea that he is simply a disciplinarian. That is unfortunate because, while discipline is certainly one of the most important phases of college education--I presume we do have some of it left. I don't know. We have a little left at our school. Thank God we do. But it is an unfortunate condition if the dean of men is becoming simply a disciplinarian, because you develop certain unfavorable attitudes toward the office, and I do not think you can reach the student personally if he develops an attitude that the dean of men "is a place I should never be caught at" and everyone called up there is called on the carpet for disciplinary action, and I think that concept is one we all have to fight to a certain degree, even those of us who have these other functions. I do attempt to do that.

When any student or faculty member refers to me as the disciplinarian on the campus, I try to point out that 95 per cent of my duties are doing constructive services for the student, and a relatively small percentage, perhaps five per cent of them deal with disciplinary problems. I use that 95-5 per cent ratio every opportunity I have in order to develop better attitudes towards our office.

I think that too many of us are not using enough public relations in the services perhaps that do come to the dean of men's office, and I believe that it is advisable to sometimes sit down and think how I can publicize the office as being an office that really gives the service to the student rather than just simply acts as a disciplinarian.

I think if you have many of your applications, such as applications for scholarships, which come through the dean of men's office, the application for work come through the dean of men's office -- if you have gained a reputation for giving services such as that, you have done a publicity job. We even write a lot of letters for the students to the draft boards. We write them for the selective service. We occasionally advertise jobs in the paper that we even know we are going to easily fill, but we publicize the fact that you can get the job through the dean of men's office. In other words, we have all these constructive services, and we should more or less advertise them.

There is one idea about the dean of men that I have always had, and perhaps not everyone has the common conception that it operates that way, and that is that the dean of men not only has to act as the disciplinarian on the campus, but in many instances he has the responsibility for being sure that every student is given a fair shake. In other words, everyone thinks

that the dean of men is only to prosecute, rather than to defend. I know when I took my job at Colorado College I had served for three straight years on military courts, with no law experience by the way. But when the president of our college asked me to take the job I said, "Well, I want to feel like I am like the Trial Judge Advocate in a court, who has the responsibility for prosecuting the case and also to see that the defendant gets a fair trial, and he has a fair defense," and I still feel that way.

Only two weeks ago I had a case where I had to do just that. I had a student who came into the student disciplinary committee, and they had recommended immediate suspension to the faculty committee that reviews the cases. I sit of course on that faculty committee and am supposed to present all sides of the case. About two hours before the committee met, this boy came up to me and he said, "Dean Reid, I would like to have you help me prepare my defense." I couldn't tell the boy, "Well, I'm sorry, but I'm on the prosecution's side." I had to actually sit down and try to help this boy prepare his defense. I said, "I only know of two ideas and they are both quite well known and used. One of those is to try the prosecution. The other is to cite cases that are favorable to your particular type of an infraction." So the boy sat down and he took some notes, and he got some ideas, and he went in at four o'clock, and the faculty committee over-ruled the student committee and he is still with us.

Well, of course, I made a good friend out of this boy. I am not sure that it was the right practice, but we will determine that in a year or so. If the boy gets a degree and becomes a good citizen we will feel that we were right. So I think the dean of men also has that responsibility.

I think we are also faced with this regimentation we have, with so-called referrals to different agencies. We are faced with two large problems. I believe the first one is to develop a sense of responsibility in the individual student. I think when we start regimenting him that it is a little difficult to have him assume responsibility. He has to feel that someone else is going to do the job for him, and I believe that is one of the spots where we fall down in developing this sense of responsibility. I think the other thing is acquiring the practice of self discipline.

Those two things are are perhaps where the division of the old dean of men's job into a lot of different agencies has made our job a little bit more difficult. Another thing, I think

perhaps that the idea that the duties should be divided up is the reason that it is difficult to get a whole concept of the individual. I feel that by being able to render all these various services to the student that I know him well at the end of a year and I can really assist him in some of his problems, and he feels willing to come in and see me when he does have a problem.

Only recently we had to dismiss a student from college. He was formerly from Trinity, and I fear that before he went to the service he was dismissed for disciplinary reasons. I did not know that. I was quite flattered when this student came in to see me and he said, "I want to come in to you for some advice." That was after the committee had dismissed him. I feel that the responsibility does not end with the student even after he is dismissed from college.

The last thing I would like to feel that the role of the dean of men has is something we could not often follow through on, and that is to keep our president informed of what the ideas and the trends are on the campus. So often if there is any alumnus or any outside agency that has a complaint to make, they immediately run to the president, and very often I am sure that this is true on your campus, he is not fully informed of what actually are the ideas and trends and things that are happening on the campus. I do not mean that you should run to him with every minor infraction, because certainly we do not want to bother him with those minor things, but I do think that we have to keep him informed about the major trends and the major ideas that our students have on our campuses.

Thank you. (Applause)

MODERATOR BALDWIN: Thanks a lot, Juan Reid. It is a very modest statement when he insists that he does not do more than those seven other people. I cannot understand why not.

The next person we have this morning is a dean of men and also a professor of mathematics. I think he puts that in there so he can be respectable in the eyes of the faculty apparently. John Stewart from the University of Maine still teaches mathematics. He is assistant dean in the college of arts and sciences. He replaced Dean Tad Wiman, and there are many of us who knew Tad in the organization who are here today. It is a pleasure to introduce to those of you who do not already know him, Dean John Stewart from the University of Maine.

DEAN JOHN E. STEWART (University of Maine): Until yesterday I could see no reason for including a down east Yankee

on this program. After hearing Vice President Stewart in the morning and listening to the delightful program put on by the Glee Club under the supervision of Professor Stewart last night, I decided that possibly they wanted to get a look at a Stewart that did not decide to go west. (Laughter)

In order to interpret the role of the new men at the university of Maine, I think it is necessary to give some background. The university has the highest tuition rate of any land grant college in the United States. That certainly is a dubious position. I understand that some of our sister states may join us next year, however.

Along with this, we have a very low ratio of the students eligible to go to college in college. We have only 19 per cent as compared to a national average of 33 per cent. The state supports the institution but not adequately to provide many of the services that we find at other institutions. This has meant that instead of establishing new offices, the already existing offices have been given many of the jobs that are done at other institutions by experts.

To add to this, our faculty has much of the philosophy presented by Dr. Jones last night -- the faculty at least. I am very happy that Dr. Jones talked to this audience rather than to our faculty. (Laughter) We do not have a guidance department or a psychiatrist. Most of the services discussed by Dean Reid are vested in the dean's office at Maine, other than that of athletics. There is one other exception which I want to make later.

The late Dean Corbett, who for many years was a member of this Association and a past president, spoke in the early thirties of his role as dean of men at Maine, and I am sure he would say many of the things I would say today. In other words, as at Colorado, the dean's job has remained more or less traditional.

To the normal functions of the dean of men have been added such other responsibilities as the following: He is responsible for the staffing and duties of the university health service. He is responsible for university scholarship aid, of course again through a staff member. He is responsible for the memorial Union building, and also for foreign students.

I think, as at Colorado, there is a real advantage to work with the dormitories, with these various agencies, because it brings us in contact with students in many and various ways.

I feel that there is very little feeling on the part of most of the students that I am an officer in charge of discipline.

Unfortunately, the other difference which I want to bring out between Colorado and Maine is that we have never been able to sell our student body on the idea of a student judiciary. They feel that they would like to come to the head man, get a decision and have it over with, and they do not want to be judged by fellow students. I have some hope that in the near future the IFC may set up a student judiciary, but by vote of the student body the general judiciary has been turned down. We have a philosophy that one student does not like to judge another. I would like to have advice from anyone who could help me get that philosophy across.

Thank you. (Applause)

MODERATOR BALDWIN: Thanks very much, Dean Stewart. I might say we will discuss some of these problems that are thrown out afterwards, on the panel, because that is one I am sure will be of great interest to many of you to discuss this matter of student participation in men's judiciary groups and so forth. We will mention something about that later on.

The next member of our panel and the last one is another one that came into this game in 1945. That makes about four or five of us who got into this deaning of men in 1945. He is Ted Zillman, who before he went to the University of Wisconsin was in the army, had also been in law. So we have a lawyer, an army man and a dean of men, Dean Ted Zillman.

DEAN T. W. ZILLMAN (University of Wisconsin): Thank you. Gentlemen, one of the virtues peculiar to this organization of ours is that what you sat at three p.m. is rarely held against you at three-thirty when you yourself realize what a pale grey ass you were in what you said at three o'clock. (Laughter) I hope you will keep this in mind in what I say, and also remember that I am speaking from a frame of reference and experience which may be different than yours, and an "insular" point of view, if you will have it.

Originally on our campus the role of the dean of men was that of preventing the extra-curricular activities of students from interference with the curriculum and/or disturbing the public order. I am told my predecessor, Dean Goodnight, got his stature with our faculty from his ability on one occasion to forcibly remove a rather obstreperous and well proportioned student from his German class. I thought naively when I came into my own job

that because I had some experience in intramural boxing that that stood in my favor; and, Shorty, when I first met you, I figured that you sure must be a fast man on the draw, (Laughter) to have qualified with your faculty. (Laughter)

Shortly after the turn of the century in our institution faculties began to recognize that growing enrolments, that bringing a large number of young people together, brought different situations from regular community life. With this shortly came the understanding that the university could not escape the responsibilities in the minds of the general public, and certainly parents in particular, for the activities of students outside the classroom; that also again in no small part, much of what our students were experiencing and learning in our community, they learned from each other in the hundreds of inter-personal situations and relationships in their organizational groups that they had with one another.

From these understandings then came an awareness of the university's responsibility to make the extra-curricular life of students really significant in the learning experience.

The dean of men is the first faculty man in this field of dealing with students outside the classroom. He shortly found his role changed from its original concept. Then he gave up his badge and billy, and, as has been described by some of my predecessors, became a referral man and an administrative man, if you will. But then enter the dean of students and the dean of student affairs, and the dean now finds himself casting about as to what his particular role is.

Gentlemen, I submit that it is again what originally he was, that of a teacher. And I think many of us in the job are happy with that definition of our role.

In his job as teaching, it seems to me that he ought to find out what is the overall university purpose in its educational curriculum. Our faculty tried to state it several years ago, and came up with these answers:

The whole university purpose then was one, to train the individual to earn a living in a socially useful manner. And I submit, despite Professor Jones to the contrary, that many of our activities do certainly equip the boy to selfishly pursue his career after the university with a good deal more training and experience than had he not had some of the types of organizational experience which we are all promoting.

Secondly, our university said that its purpose was to develop in the student the highest cultural and intellectual interests. I again say that many of our activities are doing a good job at that, and we have only to look around us and see the restricted and narrow programs offered in the cultural and social sciences part of the university's offerings to some of our professional and mechanical students, to recognize that we have a beautiful field to work in in that particular area.

Third, our university said that we wanted to make the student a moral, intelligent and well informed citizen with a deep sense of his obligation to the community. Again, I think many of us are working on those programs now and trying to not only give the techniques of democratic group operation in our extra curricular organization program experience to our boys, but trying further to inculcate in him that sense of service to his fellow man and the Christian ethic, if you will.

But also, I think we have to keep our sense of humor and we want our students to keep their sense of humor. Thank God in America we are not about the academic life the way Professor Jones pictured it, and that our students still have time for fun and recreation. Sure, we are always going to have our football games in your lifetime or in mine, and we will have our Badger Beauty contests and whatever foolish things you have on your campus, that sometimes I am sure would curl Professor Jones' lips in scorn, but isn't that one of the prerogatives of youth, and isn't it a rather precious thing? And thank God we in America still have time to allow our youth such privileges. (Applause)

Now then, how is our poor old dean of men going to do this job? Because I am sure we are all the same and we look longingly to sister institutions and say, "Oh, that I had that staff." Well, we haven't, and we most likely never will, so I submit there are two avenues that we have to approach in our attempts to solve this problem.

(1) More and more student participation in and sharing in those responsibilities that are peculiar to our office. I have a high regard for our students and the type of serious young people they are, despite their Badger Beauty Contests. I have seen them grow and develop through organizational and student government experience, and I am sure that we have a vast wealth of untapped resource in all of our institutions that we are not cultivating sufficiently.

(2) Our faculty. Our faculty has to recognize, and it is our job to sell it to them, and I realize it is a tougher job

for those of you in an institution that is structured differently than mine, where we have our source of power from faculty committees who are in turn responsible to faculties and regents. And we have to change those people on our committees often enough to spread the news of what we are doing. We have to make reports to our faculties of what we are accomplishing. We have to ask their permission for what we consider a forward step which would require their understanding and approval.

All of these things must again be coupled with our constant drive to make the dean in the academic college recognize that Professor X is really doing a job over and above his geography class or his mathematics class, or whatever else it might be, and with this kind of understanding and knowledge in our faculties and in our dean's offices, and in our president's office, I think our future is assured once they understand our role as we do.

Now let me have one shot at a joke. Two deans were talking about what they would like to be when they retired. One of them said that he would love to be the superintendent of an orphan asylum; he would never have to deal with parents. (Laughter) The other fellow said, "Oh I have that beat a mile. I, myself, aspire to the job of warden in the state penitentiary. You will never have to worry about alumni returning. (Laughter)

Thank you. (Applause)

·MODERATOR BALDWIN: Thanks very much, Ted.

What we thought we would do now is to move around, get this lectern off and sit in front of these microphones, ask a few questions back and forth, and then let the questions come from the floor. So it might be well, while we are moving around, to get just a little stretch, and then we will go back at it again.

... Seventh inning stretch ...

MODERATOR BALDWIN: Are we ready to get started?

I was interested in one of the statements that was made here by Juan Reid, to the effect that 95 per cent of his work he felt was constructive. By curious coincidence, I have used that same percentage, for a matter of saying that about 95 per cent of my work is pleasant. The other five per cent is the one that you think about once in a while, but at any rate, I think we are very fortunate in knowing that the job that we do is probably about 95 per cent pleasant. If you do that in any job you are pretty well off.

One of the other questions that was mentioned in here was the matter of discipline, and the fact that some of the students objected to moving into that area. Some of you probably read the article in the Atlantic for April which President Dickey of Dartmouth mentions that one of the things that students themselves hate to do is to judge their fellow men. Well, I don't know. I take a little issue with him on that score, because I think that our experience has been that with the new judiciary board which has just been operating in the last year and a half we have had to replace four men. There are eight on the group, and four new ones come on each year, and for those four jobs, we have had fifty men apply for interviews. They have all been interviewed for those jobs. There is something a little wrong if he says they do not want to sit in judgment, because that is just what these boys do. Their judgment is fair and mature.

I sit on as an adviser, but have no vote. Quite often in some of those meetings, I never even have to open my mouth because all the things I am just about to ask are asked by some member of the group. It is amazing how these boys will take over, as well as the girls of course, this responsibility of seeing that discipline is handled in the university. With us, that decision in turn is passed on to the faculty committee on student conduct, made up of a representative from each of the colleges, ten or twelve, and they in turn make the final judgment, and that is the one that sticks.

Out of about 94 cases in the last year and a half there has been only one reversal. That is a case that was up and the boys said afterwards they would very much like to see the thing up. That is the only reversal out of 94 or 95 cases, which is very interesting.

Probably some of you men on the panel have some questions you would like to ask of the others, and we will move in this area for about five or ten minutes, and then open it up for questions from the floor.

DEAN REID: I think that touches on one of our great problems, dealing with young men, and that is to develop a sense of responsibility. I do not think we can develop a sense of responsibility in the individual if we have some agency that is always taking care of his needs and he is not given any responsibility and sharing such things as responsibility. I realize we cannot have the students running the entire school, still I believe this trend of having student senates or student courts operate to make recommendations regarding discipline is an important step forward in having the students accept their responsibilities.

We also have an honor system in our school which I think works very, very well. We have a feeling that these two things, in the disciplinary field, that of the student court and the honor council, develop this sense of responsibility in the individual.

MODERATOR BALDWIN: Very good, Juan.

DIRECTOR HAWK: I would like to comment on Juan's point. I think it is an excellent one, but I found this, in our institution. If you have a student court, that is fine and the students do a good job, but where is the reporting of the actions coming from?

The point I am raising here is that students will adjudicate a problem, but we found this particularly in our interfraternity council -- we had a very fine group of boys a year ago, so I thought this was the time to offer them an opportunity for more self-control of their own organization, beyond what I have normally done, and that is to actually go into the policing of their own organization. Invariably these fellows all admitted that it would be good and it would do the job, but they did not want to be the one to inform on the house next door or the house down the block when something came up.

My point then would simply be this, students on student courts will do a fine job if a case is placed before them. But do not rely upon them to bring the case in. That is the situation as I have found it.

MODERATOR BALDWIN: Actually we have had cases brought in by the judiciary group. One chap even turned his own house in, which was a pretty tough thing to do. He came to see me before and said "I am on the spot." But he thought it over, and he decided the next day he would turn them in. It finally ended up by having them fined \$150.00 so I think it is a great deal of credit on that score.

Now, on this other matter of reporting, it has been my experience -- I do not know whether some of you have had some dealings with women -- women are a little more liable to report on others than men. That has been my experience. I do not know what yours is, but I do not know whether they are more conscientious or whether our boys lean over backwards to be fair to each other and give each other another trial, but that has been my experience. Certainly we do not expect the boys to turn them in themselves. We have a system where a proctor gets the complaints. If someone calls me in the office and says, "I have a complaint

to make on thus and so," I say, "Well now, I am not the man who gets this particular one. Will you call the proctor," if I think it should go in his territory. He gets the complaint and writes out the whole report. He investigates it and turns it over to the faculty committee chairman, and the report goes to the judiciary board and that is how it is turned in. So anything that comes in, comes in directly from him and he in turn makes the distribution. So that is taken care of on that score.

Any other questions on this line? Any other areas? It may be that some of you men out in the audience, if we haven't any questions here, would like to come in on this matter of discipline, and I think rather than get in another subject and come back to it, this might be the time to ask for questions or suggestions.

DEAN VERGIL S. FOGDALL (Lewis & Clark College): Would not that record be on the transcript for the registrar's office?

DEAN REID: I am sorry, I cannot answer that.

DEAN FOGDALL: Technically, that would be the best place to take it up.

DEAN REID: Remember, I became aware of it only this morning.

DEAN FOGDALL: That is right.

ASSISTANT DEAN ALBERT W. BOLDT (Asst. Dean of Men, University of Florida): I would like to know, in your role of dean of men, what usage you put to the parents of the students? For example, in our housing, we have some of our counselors write every infraction to the parents, and make the parents aware of the behavior of their students.

MODERATOR BALDWIN: That is always a question as to when you bring the parents in. We try to treat the students as individuals, give them responsibility, and you certainly cannot write them a letter and tell them every time the boy stepped out of line. I do not think you should.

The other side of that picture is, though, if they have done something which means he has one strike, and the second strike is out, in that case you are really under an obligation to let your parents know something about the situation, because if you do strike him out on the second shot, then the parents come back to you and say, "Well, why didn't you tell me my boy did

thus and so? I think this is no time to be putting him out, without having given me some due warning." We have had that happen in one or two instances, and then you are on the spot, because you cannot hold him around any more. He has had two chances and that is all he gets in that particular instance. That is if the two are bad enough cases, so that therefore it is a question of whether or not you should bring the parents in. If a boy with us is put on parole, then his parents get a letter to that effect. But if it is just an unofficial reprimand, where you just sort of tap him on the wrist, in that case you do not do it.

Anybody else have an idea on that?

DEAN JOHN STEWART: I might say that at Maine, in addition to sending the letter to the parents, we call the student in and permit him to read the letter before it goes out. I think many times that proves helpful because it is after the act.

DIRECTOR ROCK: I would like to ask one of Fred Turner. I believe at Illinois he has been experimenting with a new official called the "security officer." I think most of us would be interested in hearing whether or not the security officer, as functioning on the Illinois campus, is actually a reincarnated dean of men as a disciplinarian?

MODERATOR BALDWIN: The question is asked whether Fred Turner will give us a little story on the security officer on the University of Illinois campus, and whether or not he is a reincarnated dean of men.

SECRETARY TURNER: I will be glad to speak on that. As a matter of fact the program committee planning this conference discussed bringing this security officer over and utilizing him in the program to give us some description of what he is doing and to answer questions in regard to his work.

First of all, he is in no sense a reincarnated dean of men. He is not that at all. He does not render the services of the dean of men at all. The title "security officer" itself is misleading, and I would say that the duties of the security officer now carried on are entirely different than the duties he had at the start of his work.

We got into this in this fashion: The whole disciplinary supervision, that is from the standpoint of the chairmanship of the discipline committee and the investigating and so on, was

being done under senate regulations by faculty members. The faculty members threw up their hands and said "we just can't do it. We can't give the time to it. We do not know how to do it. Cases are increasing as the crowd grows, and we have to have help on it."

We dreamed up this idea of getting a man who is experienced in investigating and a man of good personality, to see if we could bring him into the picture to do a job of trying to prevent rather than to penalize. The man we picked had been in our area during the war as a sergeant of counter intelligence, and was a man well versed in our whole area, a man of fine personality and good ability.

We brought him in and that was about his sole instruction. He came in and tried to relieve the faculty work in discipline, became investigating officer, and to try to prevent them before they get into trouble, rather than catch them after they get into trouble. It developed very rapidly and very well. Possibly in part through the man who was in charge of it. He was very quickly made the secretary of the subcommittee, the hearing committee on discipline. He was quickly made the secretary of the senate committee of discipline, which is made up of all the deans. And since that time many other duties have been assigned to him, all of a security nature. He has charge of all of the traffic and automobile stuff, and things of that kind.

But his work has been pretty seriously affected in the past two years by the fact that with the growing number of research projects, which are on the campus, and which have to be cleared under federal regulations, the president dropped in his lap the entire clearance, satisfaction to the War Department, and so on, for faculty people and it has drawn him into the faculty picture, which he does not like, and which we do not like very well, but it is a job that has to be done.

In answer to Joe's question, I would say he is in no sense a dean of men. He is a security officer, and if you ask me just what a security officer is, I do not know that I can tell you for sure, but I know that he is relieving all of us of an awful lot of work, and personality wise he is adequate to get away with it.

I say I hope that we might have him over here and let him tell you about what he is doing, because I think most of you would be interested in it. All of you men who attended the Allerton Conference know Joe Ullers, the security officer. He

is a rather remarkable personality, and he has this nice ability to kick the kids good and hard in the pants and have the kid thank him for doing it. It takes a good man to do that.

I would like to speak on another point while I am talking here. Those of us who attended the meeting years ago at the University of Texas, when Hal Kalley talked to us on the subject of the disappearing dean of men, will remember that he told us that we were going to become not deans of men, but become deans of students, or disappear. Well, a lot of us have become deans of students, that is true; but a speech could be written today, and a very good speech, on the whole topic of the reappearing dean of men, for the simple reason that most of us who have been deans of students for ten, twelve, or fifteen years now are finding that we are in no way able to do the duties that have been done by the dean of men. Our jobs are administrative, and unhappily so at times. There is so much administration there just is not any time to devote the time to the individual student.

As far as I am concerned, that is not just talk because the actual figures will show that constantly there are reappearing changes in the title. Men who have been counselors are becoming deans of men again. Men who have been advisers are becoming deans of men again. That title is coming back into the picture and it is coming strong. I think it is partly due to the fact that deans of students and vice presidents are discovering that they cannot in any sense do the duty that has to be done by somebody, and that person is the dean of men.

I have tried to talk on two things to answer Joe's question for one, and the other to say that as far as I am concerned, the dean of men is reappearing in the picture with greater importance than ever before.

DEAN CARL A. KALLGREN (Dean of the College, Colgate University): Is this security officer independent of the police force?

SECRETARY TURNER: The answer to the question is "yes."

ADMINISTRATIVE ASSISTANT DENMAN (Syracuse University): I would like to know if the gentlemen on the panel feel that the dean of men, if he does not do it himself, should be responsible for the coordination -- or the dean of students, if it is so -- of vocational guidance and other specialized services in student affairs work? Does the panel feel this way?

MODERATOR BALDWIN: Anyone have an answer on that?

DEAN ZILLMAN: On our particular campus we leave that coordinating duty to our vice president of student affairs. Of course, he has to coordinate the dean of men into the picture, so you do get the advantage of a knowledge of and sharing of the other unit personnel services' particular problems.

MODERATOR BALDWIN: One of the things you watch for in this matter of vocational guidance work, is that quite often the student will come in and ask for a question on this particular matter, and when we send him up to the testing center, which is apart from our office, we find out there is something a little more deepseated than this desire to find out something about his vocational work, and it is up to the vocational guidance man to check through on a case like that, and find out whether there is not something behind it. We have found during the course of the year we usually pick up four or five boys on that score who have come in ostensibly for something or other, but actually they are worried about something other than what they talk about.

But there is a coordination in there, and it is a question of how much you want to do with it.

Any other questions on that score? Anybody have a contribution they want to make as to what you do in your particular institution?

Well, we have covered the subject in broad terms, and I can assure you that we are still looking for the answers, and possibly from some of the comments that have been made up here, you will be interested to talk to some of the men who have expressed some ideas on particular subjects. I hope that you will have a chance to discuss them afterwards here in the halls or in the rooms below, or above, and I can assure you it has been a pleasure to have been on this panel this morning and to have had a chance to break into this area of "What is the Role of the Dean of Men?" We are still looking for the role, and the only thing I can say is that we have to roll with the punches in some of these cases. Thanks, all. (Applause)

CHAIRMAN REA: I thank Ted and his panel for their very good services, and it is our hope that this sampling of the duties of the dean of men will be of value to not only those of us who have been playing the field for many years, but to our new men who either by misfortune or by intent have become involved in the work.

We have a number of announcements, gentlemen, following which we urge you to go promptly to your discussion group centers

so that we may begin those as promptly as possible.

... Conference announcements ...

SECRETARY TURNER: One other item, and this is on a sad note, because I find quite a number of people do not seem to know that Dean Newhouse, up at Case Institute of Technology, died last week, and of course he is not here. His name does not appear in the mimeographed report of the secretary because I received the news of it after I got here at the meeting. But there will have to be a resolution of course added on account of that.

Many of you remember Dean Newhouse, both from the days when he was out at Washington, and then out at Case.

Several recorders have asked about any records they should make of the discussion sections. There is no necessity for turning in a report on any of that unless you have something which you feel should be entered in the record, and unless in one of the conferences you develop something that should get to the resolutions committee. You are at liberty, of course, to develop something in a group conference to go to the resolutions committee, and if you have anything you want to get before the resolutions committee or into the record of the Conference, the recorder is expected to take care of that.

I have a letter this morning from Scott Goodnight, which I believe might very well be read. You remember Scott Goodnight was the host dean at the original 1919 meeting. This comes from Winter Park, Florida, last Saturday. He says:

"Terribly sorry I can't be with you at Purdue. This will be the third meeting there and I was in attendance at both the others, but guess I can't make it this time. The program sounds wonderful and I know you will have a splendid meeting, as usual. But I couldn't learn anything that would make me any more useful to anyone, if I were there, and I am jolly well sure that none of you could learn anything from me. How is this for a syllogism:

"In the last ten years I have forgotten everything about deaning. None of you guys will ever be able to learn everything about it. Ergo: I have forgotten more than you guys can ever learn! Modest little me, eh?

"It is too early for us to start north yet. The ice goes out of Black Oak lake about May 1 -- and I hope never to

see a chunk of ice again as long as I live -- except in a high ball. (Laughter)

"My greetings and regards to all inquiring friends and best wishes for the complete success of the meeting.

"Cordially yours,
Scott."

I suspect it might well, Mr. Chairman, for us to get a telegram of greeting off to Scott, and I will take care of that with your permission.

Now one other item, and that is this: Several people have said, "Well what about this one-forty-five session this afternoon? If we have the trips around the campus around one-thirty can we get back in time for the 1:45 conferences?" The answer is you cannot of course, but I think we had better hold to the schedule, and as many people as can assemble at the scheduled time, and those who are going to be a little late will just have to come in a little bit late.

I have heard several people say they would not be able to stay over for this evening, and particularly for the luncheon tomorrow. May I urge you to stay if you possibly can to hear Dana Farnsworth at the luncheon meeting tomorrow. Those who were at the Broadmoor of course will all be here because you would not want to miss Dana, and those who have not heard him, I can say to you, regardless of how important you think something at home is, you cannot afford to miss Dana Farnsworth, because he will give you an earful, and it will be a different type of earful from the earful you had last night, because Dana approaches things in a different manner. He is the director of the health services at Harvard. You will remember the relationship of the psychiatrist, the psychologist, the deans of students and deans of men, which he made out at Colorado, which is a classic even today. I do not know what Dana will say tomorrow at luncheon, but believe me, he is going to say something and it will be a classic statement again I am sure.

CHAIRMAN REA: Thank you, Fred. Is there anything further? If not, I declare the session closed. Thank you.

... The Conference recessed at ten-forty-five o'clock...

TUESDAY AFTERNOON SESSION

April 19, 1955

The Conference reconvened at three-thirty o'clock, President Stibbs presiding.

PRESIDENT STIBBS: We come to order for the fourth general session of our convention and the first thing this afternoon we have a report from the National Association of Foreign Student Advisers by our guest, Dr. James M. Davis, the Director of the International Center at the University of Michigan. Mr. Davis.

DR. JAMES M. DAVIS (Director, the International Center; University of Michigan; Report from National Association of Foreign Student Advisers): Mr. President, Members of the National Association of Student Personnel Administrators, and Conference Guests: I am pleased to bring you greetings from your fellow student personnel administrators, the Foreign Student Advisers in behalf of the National Association of Foreign Student Advisers.

Many of you, I know, are the bosses and most are the colleagues of the Foreign Student Advisers. Indeed, not a few of you combine the FSA office with your present broader assignments.

I have been asked by the President of the National Association of Foreign Student Advisers to discuss certain topics.

First, what are the typical functions of the Foreign Student Adviser? The Foreign Student Adviser usually is involved in informing the student through correspondence before he leaves his home country about study here, and he also frequently enters actively into the admissions function. He also maintains special kinds of relations with foreign alumni after they return to their homelands, functions which on the whole, I believe, are not normally in the personnel area.

While the student is on campus, the foreign student adviser is in many ways your foreign student specialist in dealing with the personal problems of students from abroad, and in helping the student thread his way through two complex places of regulations -- those of the university, and those of the government.

Many foreign student advisers perform other functions, such as advising American students on study abroad, operating local competitions for Fulbright or other scholarships, directing community programs of friendly service to foreign students,

advising American student international-interest groups, and handling local program arrangements for visiting foreign leaders.

Indeed, the office of the foreign student adviser on many campuses has become a vital service agency for a vast array of international concerns. Some thirty of us who are foreign student advisers have full time assignments, or even staffs, and between 200 or 300 more are working half time or more at the job. The remainder of the 1100 foreign student advisers listed in the directory which the National Association publishes annually combine the foreign student adviser assignment with other major offices in their colleges. Typical combinations of jobs with that of FSA include the teaching of English as a foreign language, various personnel counseling offices such as dean of men or of women, or their assistants, professor of political science, admissions officer, language teaching in various foreign languages, and academic dean.

We recognize that foreign students generally have all the problems of other students, plus those special ones derived from cultural differences and legal regulations.

Generally, we foreign student advisers, like you student personnel administrators, see our work as a service to the learning process, which is the fundamental job of the institution. We also recognize that we are members of the personnel team at the institutions, and usually take the attitude that anyone else on campus who can do any aspect of our job better than we can is to be used as much as he will be used. We do a great deal of referring.

Thus it appears that by this time both foreign students and foreign student advisers are recognized as a permanent aspect of American higher education. The foreign student advisers are generally devoted to their work, and tend, I think, to become inspired by it. Varied as are their backgrounds and present places on different campuses, they are generally lonely specialists who desperately need the fellowship and in-service training which comes from the annual national conference.

Second, a word about the National Association of Foreign Student Advisers and some of its work with national and international agencies.

During and immediately following World War II the Department of State and the Institute of International Education, called a series of annual national meetings of foreign student advisers to discuss the various problems connected with the

international educational exchange programs then in operation. From these meetings NAFSA, the National Association of Foreign Student Advisers, was organized just seven years ago. I remember that conference very well because of three facts. I served as Executive Secretary of it. It was there that our honored and beloved member, the late Dean Newhouse, asked me to become a full time foreign student adviser on his staff at the University of Washington. And the conference was held at the University of Michigan, to which I returned that fall.

Today there are over 450 members of NAFSA, of which 219 are academic institutional members, 30 are non-academic institutions, and 207 are individual members.

I have just been discussing with President Stibbs and Dean Nowotny possible ways to cooperate in your very good placement service, because foreign student advisers are generally known to each other, and yet they are usually not people who hire other foreign student advisers. You are those people usually.

Dean Nowotny has suggested that we might cooperate with you by giving -- we asked to -- some opinions about people who apply for positions as foreign student advisers. On the other hand, I am sure that you could help us materially by considering some of the people that we feel should be placed or promoted in this specialized service.

NAFSA conducts annually the conference on international educational exchanges to be held next week in St. Louis. This conference differs from your own here both in terms of the subject discussed and of the personnel in attendance. It is, we feel, the basic clearing house for information and fellowship in this field and goes far beyond the normal academic personnel confines, including numerous non-academic and governmental agency representatives.

This year, for example, we are taking one afternoon to discuss some of the current research in the area of cross cultural relations, particularly that now being conducted by the Social Science Research Council. We are seeking to discover the implications of this research for our current operations on individual campuses. Other plenary sessions will consider such topics as these: Our students from the Middle East, which topic will be given by three of our foreign student advisers who have recently toured the Middle East. Relationships between foreign students and their governments, to be given by a panel which includes both foreign student advisers and cultural attaches of several Washington embassies.

Relationships between English language competence and student adjustment, to be given by a panel of foreign student advisers who are also teachers of English as a foreign language.

The United States student abroad, by Fulbright advisers.

Another, on United States government agencies and international educational exchanges, which will be presented by representatives of various governmental agencies.

Workshop sessions are offered at the conference on several of these topics already mentioned, together with others, such as: Foreign student selection and admission, intra-university relations and programming, community relationships of foreign students, financing part time employment and practical training problems, techniques of counseling foreign students, visiting foreign leaders and scholars, and relations between foreign and American students.

The range of topics reveals in part the scope of the interests of NASFA. Particularly noteworthy are two more points.

We maintain an active committee on liaison with national agencies which meets in Washington, D. C. two or three times a year for consultations with the Department of State, the Immigration and Naturalization Service, U. S. Office of Education, the Foreign Operations Administration, and other governmental agencies as well as private agencies such as the Institute of International Education, the American Council on Education, The Conference Board of Associated Research Councils, and others.

A new development in NASFA is the increasing cultivation of regional services. Cooperating with the IIE and regional personnel associations, we have sponsored numerous regional conferences. At the same time we have designated certain FSAs as regional representatives to provide services to other colleges in their regions. The whole country is covered by this regional organization. Each regional representative is provided with a modest budget for travel and secretarial services. He can be available to you for consultation and assistance, and his name can be secured from our national office, or from me if you want to ask me.

Finally, we have learned that there is a vast resource of good will and energy in off-campus organizations and individuals which can assist us immeasurably to achieve some of the broader objectives of the international educational exchange program. We have also learned that this resource must be harnessed

and directed by colleges and universities working through their foreign student advisers in order for it to be effective. Therefore NASFA has undertaken national coordination and relationships with many of the community organizations which can help us in this program.

Last evening Howard Mumford Jones cited the September Annals on "America Through Foreign Eyes." Several of the studies reported in there describe in detail the effects of international student exchange. Other studies sponsored by the Department of State, and as yet unpublished, as well as such excellent recent publications as the book entitled "The Western Educated Man in India", which is a report of a study made in India of the returned student; and current studies of the cross cultural study committee of the Social Science Research Council. All of these reveal that international student exchange, and specifically the having of foreign students on our campuses, fraught as it is with difficulties and dangers, does result in an increase in international understanding and good will.

The conclusion that I have just given was dramatized in this morning's newspaper, which featured stories of Afri-Asian conference of thirty-three nations, with such headlines as "Friends of West Get Spotlight at Afri-Asian talks." According to the AP news story the foreign minister of Iraq made the following statements: "International communism is a materialistic religion that breeds hatred amongst classes and peoples. Communism is a new form of colonialism. No nation on earth is free from its effects."

It was at the alumni conference at Teachers College, Columbia University last November that invited this same man to come back and share in that conference, and I heard him trace his own intellectual growth and development, and ascribe them to the insights which he received at Teachers College twenty years earlier.

As I sit in my office, or move on campus, or go to functions and talk with students from abroad, I often wonder, "What will these people be doing in twenty years, and how will it affect us?" Perhaps the statement by Iraq's foreign minister is not related to his having studied in the United States, and perhaps it is.

Thank you on behalf of all the foreign student advisers and of the National Association of Foreign Student Advisers, for the privilege of making this report to you. (Applause)

PRESIDENT STIBBS: Thank you, Jim, for an informative report. I think that is especially interesting, that useful tie-up that you have arranged there between yourself and Shorty on the placement work.

Before we take up the Commission and Committee reports this afternoon, I wish to announce a significant action taken by the Executive Committee of the Association.

You will recall that last year we presented a citation to Dean Ray Manchester. The executive committee has established that each year a similar citation shall be presented to one of our members who has made an outstanding contribution both to our Association and to his college or university. A scroll has been designed for this year's presentation and it is the intention to make the presentation this year at the final luncheon. But for the reason that some of the members will be leaving before the luncheon tomorrow, the Executive Committee agreed that the announcement should be made at this time. I shall now ask Dean Fred Turner, the secretary of this Association, to announce the award and read the citation. Fred, will you please come to the Chair?

SECRETARY TURNER: President Stibbs, Members of the Association: This is the citation which has been prepared:

"As a distinguished colleague in membership of this association of long standing, who has given unselfishly of his energy and talent, both in official capacity and in the continuing work of this organization,

"As an honored member of the profession of student personnel leadership whose influence has been noted, both in the record he has fashioned in his personal devotion to his work, his dedication to the growth of the field of student personnel work, and to his unceasing encouragement of the highest standards and ideals in working with, and in behalf of students

"This association through its officers and executive board pays affectionate tribute.

"The National Association of Student Personnel Administrators in annual conference assembled is honored to confer upon Hurford E. Stone, the University of California at Berkeley, its merit citation of the year." (Applause)

PRESIDENT STIBBS: Hurford, will you stand, please, and give us an opportunity to congratulate you? Well, he will get his

scroll tomorrow noon anyway, Fred. Those of you who are leaving this afternoon will be aware of this presentation.

We now come to the committee reports. The reason we will take the committees first is because some of their chairmen will be leaving this afternoon. I first call the chairman of the Joint Committee on Student Discipline principles and procedures, Dean Bill Guthrie of Ohio State. Bill.

JUNIOR DEAN WILLIAM S. GUTHRIE (Ohio State University, Junior Dean, College of Arts & Sciences): Mr. Chairman, at the 1953 annual meetings of NASPA, NADW, ACPA, and AACRAO (the latter being the Collegiate Registrars and Admissions Officers), a joint committee, similar to the one presently reporting, proposed a "Guide to Good Practice in the Recording and Reporting of Student Disciplinary Records." The Guide was accepted by the four national organizations and was published in the proceedings and journals of the respective groups as reference material for use in local campus situations.

At these same 1953 meetings of NASPA, NADW and ACPA, another joint committee was created to study "Student Discipline--Principles and Procedures." Again the joint committee, including the three chairmen, effected the coordination of separate organizational committees. The committee defined its task as one of preparing in brief form a professionally acceptable statement of standards for review and reference purposes. Full recognition was made of the many local variations in procedures but the committee attempted to state a philosophy and a standard of procedures which should be common to all educational institutions.

Last year at the 1954 meetings, an outline form of the report was presented and adopted by all three organizations. This year the outline has been completed, and the report prepared as a six page mimeographed statement. It includes a statement of educational philosophy and describes two approaches both appropriately used and blended at most institutions.

First, the educative-preventive approach which creates the climate for good normal behavior.

Second, what the committee chose to call the re-educative-action approach. A bibliography is also included.

By agreement in the joint committee the report is presented to the executive committees of NASPA, NADW and ACPA for their review and approval. In time sequence, NASPA's executive committee is first to receive the report, and because the other

committees are not meeting for several weeks, this report had not been made available for general distribution here in this meeting. This progress report is made to you instead.

I wish to read the last two paragraphs of a transmittal letter which accompanies the report to which I have referred, and which will go to your executive committee at its meeting, which I think is to be held tonight. The last two paragraphs of the transmittal letter read as follows:

"Last year an outline of this statement was presented to the organizations. This present report represents a completed form of the outline which incorporates revisions and suggestions submitted since last year's meetings. It is transmitted herewith to the officers and Executive Committees for action. If approved in this form, it is recommended by the joint committee that the two joint committee reports (the other being the "Guide to Good Practice in Recording and Reporting of Student Disciplinary Records," adopted in 1953 meetings) be published in the appropriate Journals or Proceedings of the three organizations. It is further recommended that the Executive Committees consider the possibility of printing the two reports in brochure form.

"When this report is accepted, this special committee's work will have been completed. The joint committee proposes, however, that when new projects are found similar joint committees be appointed for these new tasks. The committee suggests the following topics as worthy of consideration:

- "(1) The role and responsibility of students in handling student discipline.
- "(2) The problems of the discipline of groups.
- "(3) Ethical and legal problems faced by disciplinary officers and committees.

Respectfully submitted by
The Joint Committee."

The names of the committee members are:

American College Personnel Association Committee -
Walter Jewell, University of Minnesota, Chairman
National Association of Deans of Women Committee -
Isabel J. Peard, Cornell University, Chairman
Doris L. Crockett, Russell Sage College
Margaret Ruth Smith, Wayne University

National Association of Student Personnel Administrators Committee
 William S. Guthrie, Ohio State University, Chairman
 Lysle W. Croft, University of Kentucky
 M. D. Helser, Iowa State College of Agriculture and
 Mechanical Arts
 Carl W. Knox, Miami University
 Joseph A. Rock, S. J., Georgetown University.

(Applause)

PRESIDENT STIBBS: Fred, tell me, is it customary to vote acceptance of committee reports, or since they go to the executive committee for action --

SECRETARY TURNER: This one is referred to the executive committee. No further action is necessary.

PRESIDENT STIBBS: This is automatically referred to the executive committee for action.

We call now on the chairman of the cooperating committee with the U. S. National Student Association, Dean Mylin Ross of Ohio State. Mylin.

DEAN MYLIN ROSS (Cooperating Committee with U.S.N.S.A.)
 Thank you, Jack.

The NASPA committee cooperating with the U. S. National Student Association is not submitting a written report, but is asking rather the president of the National Students Association to give a brief recap of that organizations activities, along with some other essential items which will be of interest to us all.

Many of you will have heard at the ACPA meeting where Harry gave a good account of the organization, and incidentally gave a good account of himself. Before introducing Harry, however, I would like to mention the names of our own NASPA committee in case there may be questions following this session because we feel that Harry should have most of the time allotted to the committee, and then after this particular meeting some of you may have additional questions that you can get answers to, we hope, from our committee, composed of:

Dean Robert M. Strozler, who is currently a member of the National Advisory Board of NSA; University of Chicago.

Dean Hurford E. Stone, University of California, who is a former member of the NSA National Advisory Board.

It just happens that Dean Dennis Trueblood, University of Kansas and Dean M. D. Helser, Iowa State College, are not here at the meeting, but both have very close contacts with the organization and will give help through correspondence, I am sure. Dennis Trueblood is currently a member of the National Advisory Council of NSA and M. D. Helser was adviser to the group which met on the Iowa State campus last year.

Since our time is limited, we have practically cut our question time to zero in order to enable Harry to give you the essential story on NSA. We hope that you will feel free, after the meeting, to buttonhole any member of the group that you would like to for further questions.

I would like now to present to you Harry H. Lunn, Jr., president of the National Students Association. Harry was in his last year at Michigan, the editor of the Michigan Daily, and graduated a year ago from the University of Michigan. Harry, we would like you to bring us up-to-date. (Applause)

MR. HARRY H. LUNN, JR. (President, U. S. National Student Association): Thank you. Dean Stibbs, Dean Ross, and Gentlemen: Over the last few years our presidents have had the honor to come and speak to you, really to report to you, on the progress of the Association in its various projects. I think over these years this has helped to develop a good understanding of the very basis and structure of the Association.

On this basis, it was decided this year to comment on several specific projects and problems that we are now undergoing that we think will be of interest to you, indeed that we have been asked about by some of you.

Before I do this, I do want to extend many thanks to all of those of you who have acted as my host, as I have traveled to your campus, and to the many of you who have been our formal and informal advisers over the years, and this year, and have offered us so much help, because without the help of the professional associations such as NASPA, NADW, ACPA and all the others, we could not do the work that we are doing today, and we could not assist the student programs as much as we hope to do now.

There are three things that I would like to talk to you about today, and they are rather diverse. I would like to speak on them briefly to allow a few minutes for questions. They are: the reserve project in student government that we are now carrying out under a Ford Foundation grant; the general question of student exchange, with particular reference to Russian student

exchange; and finally, our National Congress this summer.

Many of you have received the massive 10-page questionnaire from the Ford Foundation study on student government, and those of you who sweated through it and answered it and sent it back I give more thanks, because some 50 per cent of these have been returned, out of 900 institutions that have been asked to participate in the survey. I think it is a very impressive tribute to your work, and I hope to the quality of the questionnaire.

This grant is given so that the association could do some basic research in student government programming today in the United States. It will have, I think, a very important effect because it is drawing together perhaps for the first time, a complete profile of student government as it exists throughout the country today. This will result, together with intensive interviews being conducted at 12 to 15 American campuses, in a profile and extended paper on student government due to be published in the fall. It will also result in a series of 15 smaller publications on particular problems of interest to you who advise student activities, and to student governments themselves. These papers will deal with 15 to 20 of the more common student government problems, and student activities problems that we have on our campuses today, such things as the administration and philosophy behind student judiciaries, behind student government itself, behind student-faculty relationships, and various joint committees. This will give you an illustration of the type of work being carried out.

The exchange problem this year has perhaps occupied student attention on the national-international levels more than any other program. Last summer, meeting at Ames, Iowa, the National Student Congress, which is the highest policy making group of the Association, laid down three criteria that it felt were essential for any exchange program that was to be sponsored by NSA. These criteria involved the type of people that would come over, and the type of program they would pursue. I think they are very interesting criteria.

The first was that any student who would engage in a program, either going to other countries or coming over here, must of necessity be a free agent. A student, a scholar, a person being interested in scholarly inquiry.

Second, the officers of the association should pay particular attention to the propaganda use that might be made of any exchange program undertaken by the association.

Third, that in planning programs of student exchange, the officers should try to avoid the hurried tour type of exchange, and concentrate instead on a more meaningful, long term exchange program among student leaders all over the world.

Early in the year, last fall, we learned that many students were interested in sponsoring a trip of Russian student editors to this country, and the association received many requests for information on this.

Quite in line with the policy of the Association, NSA officers did not attempt to dissuade people or force people not to sponsor this exchange. Our policies do not work that way. We merely pointed out that we did not think it was a typical program for the Association to sponsor, because in effect that program violated almost every criteria that had been set down in the exchange resolution.

So we declined to sponsor this program, and instead, a more appropriate agency, the IIE, attempted to undertake sponsorship. You all know what has happened in the last few days. The Russian government refused to have the student editors fingerprinted in order to let them come into this country, so they have not come in.

It is a perfect example of the type of propaganda game that goes on in an international level that we are very conscious of, and we are certainly glad that we did not become involved in this thing. I understand from some of the deans that there have been some letters sent out by different student governments requesting that student governments throughout the country appoint several delegates to visit the Soviet Union this summer.

I do not know the complete details of this, and would not want to comment on it in too much detail, except to say this, that this is not the type of program that the association feels is most meaningful at this time to sponsor.

The association would view anything called a delegation of American students with some alarm, because it has had considerable experience in the propaganda use that Soviet students and the Soviet government will put to an official student delegation. When American student editors went over to Russia to observe and to report, that was one thing. They did not constitute themselves as any official representative delegation.

I should be most unhappy to see a group go over as a representative group were they not tied in some way to the

association, and I do not think it is a program that the association should sponsor.

On the other hand, I think that in the interests of scholarly inquiry, this is something that students should be able to decide for themselves, and that possibly, as in the Columbia research project that went over to Russia last year, some good might come of it. But it is not something that the association wishes to sponsor.

The type of program that we are interested in -- and I think I would like to tell you about a program that we are planning right now -- is a program of exchange of leaders in the under-developed areas of the world. I am now in negotiations with Foundations for a program that will extend over four years, a self-liquidating program that would annually bring fifteen outstanding student leaders from the so-called under-developed areas of the world to the United States for study, people like Dr. Davis referred to, who were studying here twenty years ago and had gone on to assume leadership positions in their own country, because these people do.

An Indonesian student that I had as my guest at Christmas is two years out of college, and was offered an opportunity to sit in on the delegation to the U.N. It is important that we reach this group. We feel it is a significant program.

If this program is put into effect, it will be a program involving approximately \$100,000.00, administered over a four year period on a grant-in-aid basis to some fifteen institutions selected to participate. It is an example of the type of program that falls within our exchange policy, and the type of program that I think American students can and should endorse, and I hope that they will.

Finally, I would like to extend a cordial invitation to all of you to attend our Eighth National Student Congress at the University of Minnesota in Minneapolis. The Congress will meet from August 21 to 31, and will serve as a training session for student leaders all over the country.

I was very much impressed with the concern that all of us have been voicing in the last few days over the great area and multiplicity of student activities that confront us on the campus. I think Dr. Jones last night issued a rather challenging statement that would make everyone take notice of the type of programs that are being offered.

I would like to say to you that it is our very sincere hope that through the medium of the National Student Congress, through the medium of the student body presidents conference that precedes it, and this year the foreign student leaders conference at Minneapolis, through all our publications and work through the year, we are attempting to instill in students the same high standards for their work that you developed through meetings such as this for your own profession, and we feel it is very important that the student who is largely a transitory individual on the campus, who assumes leadership for at most a one or two or three year period, receive this type of training along with other students throughout the country.

That is why it is so important that we hope many of you will be able to come to the Congress, to work with the students at that meeting, many of you perhaps in a resource capacity, because we are inviting people to do that for the first time this year, and work with these students in what is the most representative meeting of its type among students in this country.

We certainly hope many of you will come, and we look forward to increased cooperation, such as we have had in the past years, in the next year, as both our associations work together on what are essentially the same interests in the field of student personnel. We hope for cooperation between all elements of the university community so that the students' education can be our paramount concern, and so that we can all share this responsibility and go forward to develop students who will not only have professional integrity, but will have some feeling of responsibility for citizenship, will have some moral and spiritual fiber, some conscience, such as President Dickey speaks of, and will have the type of intellectual fervor and intellectual interest that is so important to our community.

Now I would appreciate hearing any of your questions. We have about two or three minutes. If you have any that you would like to raise with me. If not, then thank you very much. (Applause)

DEAN MYLIN H. ROSS (Dean of Men, Ohio State University): Thank you very much, Harry, for your very fine contribution. I am sure the fine reputation that Harry established for himself at the ACPA and the NADW meetings is already established here. Let us say to Harry that we do appreciate your taking time out of a busy schedule to come here to bring the deans up to date on the National Student Association activities.

Dean Stibbs, that is our report.

PRESIDENT STIBBS: Thank you very much, Mylin, for your report, and, Harry, thanks very much to you for your statement.

Did Hurford Stone come in? Hurford, we have a little surprise for you. You will learn a little more about it later, but would you mind standing and receiving the applause of the audience? (Prolonged applause as Dean Stone arose)

You were the recipient of the second annual statement of merit from this Association. The first one went to Dean Manchester last year, and the second one goes to Dean Stone.

We proceed now with the committee to work with Mr. Taylor of the American Institute of Architects, and Dean Frank "Ted" Baldwin of Cornell served us as chairman. Ted.

DEAN FRANK C. BALDWIN (Chairman, Committee to Work with Mr. Taylor of A.I.A.-Housing for Single and Married Students): Mr. Chairman, this is a very brief report on this committee that is to work with Mr. Taylor who is the director of the department of education and research of the American Institute of Architects in Washington, D. C.

If you will remember, Mr. Taylor was the author of the booklet that you have on residence halls. You have seen the large yellow booklet that contained a lot of the information that we have used, and a number of architects have used in the construction of new dormitories. The point is that that supply has been exhausted and he wants to publish a new one and has asked for some cooperation. So together with our organizations there has been a committee established with the deans of women, who are also instrumental in working with him on this other publication, and last summer there was a meeting at Ithaca of the National Association of University Housing Officers. Fortunately, our president, Jack Stibbs, was there for that meeting, and we got together with Mr. Taylor, discussed the situation as to what we are attempting to do, so that with this organization and the organization of the National Association of University Housing Officers, and the Deans of Women, we are working as a team to get some information so that there will be a later publication.

That information will come from a questionnaire. We have submitted a number of suggestions to Mr. Taylor as to what might be on that questionnaire, which is a document which concerns the housing for single and married students.

The National Association of University Housing Officers is doing a grand job on collection of material. It is a research group that is working on it, and while we attempted to get some material from some of you, we found that it would be a duplication of effort. It so happens that the president of that organization is on our campus, and we have had a few conferences on that, on the general matter of collecting material. You will hear very shortly from the results of the questionnaire. That will be sent around throughout the country and the results will be compiled in the new publication which will come out from the American Institute of Architects.

We hope that will be available and "on sale" so to speak, to those members of our organization who will be interested in it, as well as the other two organizations we have mentioned. So you may look forward to getting some more information on the matter of housing of single and married students during the course of the year.

It seems to me that rather than to collect material, which we thought of doing, we will check with that organization of the National Housing offices, and if you have questions, specific ones, you would like to ask about the housing of students, if you will write me, I will be glad to see what we can do to get the information, particularly information on single students, or housing as to cost per student, as to methods of building dormitories.

I do not want to take on more than I can handle on this situation, but if you will write us about it, we will be glad to see that it gets to the right hands, and send you some information back, if you are contemplating building new dormitories, or new houses for married students.

So that is one of our projects for this coming year, and we hope that we will have something a little more specific and valuable to report, comes our next meeting in Berkeley, California. (Applause)

PRESIDENT STIBBS: Thank you very much, Ted. I think the Chair will simply declare this report accepted. I know I was at Cornell, and I saw Ted work with the housing officers there. He set up a very fine arrangement whereby we can get their information, their abundant information, about housing for the use of people in our Association.

Next we will call on the Special Committee on Memberships of Liberal Arts Colleges, Dean House is not with us this year. Dean Ralph Young will speak for the committee. Ralph.

DEAN RALPH A. YOUNG (Special Committee on Memberships of Liberal Arts Colleges): President Jack, what I have to say comes in the nature of a progress report.

Following the meeting a year ago at Roanoke, Dean House expressed great concern over the fact that there were so few liberal arts colleges represented in the membership of NASPA. This is true especially of the small liberal arts colleges. He communicated this concern to the executive committee, and as a reward for his concern was appointed chairman of this special committee.

In the meantime, Dean House has been called into active service for a brief period in the Marine Corps. In view of his absence I am speaking today briefly on what has been accomplished to date.

This matter has been considered by the colleges of Group I, that is, colleges up to 1500 enrollment. From this group there has been secured names of institutions and names of student personnel administrators in them, and to these individuals there will be information sent about NASPA. This committee will be glad to add other names of other institutions not represented among the small colleges. This information may be given to any member of the executive committee during the remainder of the Conference.

Men from designated geographical areas will be chosen to acquaint the non-member institutions and their personnel with the services and the program of NASPA. A fuller report will be made in regard to the work of this committee at a later time. Thank you. (Applause)

PRESIDENT STIBBS: Thank you, Ralph, if I may for the Association, and the Chair will accept this report.

You will recall that in previous years, or recent years, our meetings have extended through Wednesday night, a Wednesday night banquet, and at that time the announcement was made concerning the new officers and the new executive committee of the Association for the following year.

Since we have changed the program this year and conclude at a luncheon on Wednesday, the executive committee

agreed to ask the committee on nominations and place to report at this time so that the executive committee for next year may be named or selected at the executive committee meeting tonight and the membership informed of these appointments tomorrow noon.

Therefore, may I ask Dean Don Gardner to step forward please. Don, the Senior Past President of the Association, serves as the chairman of the Committee on Nominations and Place.

DEAN D. H. GARDNER (Committee on Nominations and Place): Mr. President, Gentlemen of the Conference, the Committee on Nominations and Place renews its recommendation that the 1956 Conference be held at Berkeley, California, at the University of California, at a time to be set by the executive committee, and that the 1957 convention be held at Raleigh, North Carolina. Mr. President, I move the adoption of the report.

DEAN REID: I second the motion.

PRESIDENT STIBBS: The motion has been made and seconded to accept this portion of the report. All those in favor please say "aye." Contrary, "no." I declare that portion of the report accepted.

I thought your recommendation, Don, was that the date was to be set by the executive committee?

SECRETARY TURNER: That is right. I had a number of people ask that it be brought up on the floor so we can at least get a comment.

PRESIDENT STIBBS: There have been some comments on the date for the Berkeley meeting. There is a suggested date. Hurford, isn't it to begin the 23rd of June?

DEAN STONE: It is suggested by our west coast group that it be June 18, 19 and 20. We believe that time would be more convenient for some members of the Association. However, I have just made some inquiries today and I understand the airlines have special rates on Monday and Tuesday, so we thought perhaps it might be best to start on Wednesday, the 20th, in order to allow the members to take advantage of those special rates on Monday and Tuesday.

PRESIDENT STIBBS: As I recall the meeting of the

executive committee, after some debate, the committee was unanimous in feeling that the 18th, as you suggested, was about as reasonable a date for all concerned. The 18th is a Monday, is it, Hurford?

DEAN STONE: Yes.

PRESIDENT STIBBS: So you are suggesting that we start on Wednesday, the 20th of June. Perhaps we can start with that. Are there any comments on that date? Any great objections to that, any serious objections to that date?

DEAN BALDWIN: The 18th of June is a Saturday.

PRESIDENT STIBBS: Ted, you are either a year behind or a year ahead. A year behind. The 18th is a Monday, and the 20th is a Wednesday. The advantage of the 20th would be that we do have this special rate from the airlines whereby your wife could ride for half fare, or something like that. Is that it, Hurford?

DEAN STONE: That is the idea.

PRESIDENT STIBBS: And probably the railways are the same way, says Don. Are there any serious objections? If there are no serious objections to this, then, I propose that following this portion of the report of the committee on Nominations and Place, we simply turn this problem over to the next executive committee when it is appointed for consideration of this date which has been recommended, and let them make any qualifications after further investigation. If there are no objections to that procedure, we will go ahead then on the rest of Don's report.

DEAN GARDNER: Mr. President, the committee would like to suggest to those of you who care to invite the Conference for the year 1958, you might file your invitations with the secretary sometime during the next year. The committee did not want to commit itself or you for more than one year ahead. Several have spoken about an interest in having the conference in 1958, so would you file your invitations with the secretary sometime during the year.

Then, Mr. President, the committee places in nomination the following officers:

The Secretary's term has expired, so for Secretary-Treasurer of the Association for a three year term, the committee

wishes to place in nomination a newcomer, F. H. Turner of the University of Illinois. (Laughter and applause)

For Vice Presidents:

Donald R. Mallett of Purdue
H. Donald Winbigler of Stanford University

For President of the Association:

John Hocutt of the University of Delaware.

Mr. President, I move the adoption of the report.

... The motion was duly seconded ...

PRESIDENT STIBBS: The motion has been made and seconded to adopt the report. Are there nominations from the floor? If not, I assume that we can ask the Secretary to cast a unanimous ballot, and I should like to ask the report to be voted on with that qualification. All those in favor of accepting the report, please say "aye." Contrary "no." It is so recorded.

SECRETARY TURNER: I have no ballot box, but I have cast the unanimous ballot for this report.

PRESIDENT STIBBS: Does this complete your report, Don?

DEAN GARDNER: Yes.

PRESIDENT STIBBS: We are trying to keep on schedule. We have eight minutes before the afternoon tour of the residence halls begins. We are going to save three committee reports to be made with the commission reports tomorrow morning, and we have just time now to invite the newly elected president and the two vice presidents to come forward to the platform and just say a word. Will the neighbors who are sitting with the officers who have just been elected kindly escort them to the platform?

... Applause as the newly elected officers were escorted to the platform ...

PRESIDENT STIBBS: I express congratulations, and so does the applause, and I wonder first, John, if you would come to the platform to say just a word to us.

PRESIDENT ELECT HOCUTT: Thank you, John. Gentlemen, all I can say is that I am very much honored, and very appreciative of what you have done, and I promise to do my very best to help with the assistance of the other officers and the executive committee, the new executive committee, to carry forth the work of this Association at the high level which officers and executive committees in the past have established.

Thank you very much. (Applause)

PRESIDENT STIBBS: Don Mallett, will you please come to the rostrum?

VICE PRESIDENT ELECT MALLET: Thank you, Jack. I can only express my own appreciation, and assure you that if John will give me jobs to do, I will do my best to carry them out and try to do the job. While I am here, Jack, may I make an announcement or two? (Laughter)

... Conference announcements ...

VICE PRESIDENT ELECT MALLET: Once again, I thank you most heartily for the honor bestowed. (Applause)

PRESIDENT STIBBS: I will now call on Don Winbigler. You can make some announcements or advertisements, Don.

VICE PRESIDENT ELECT WINBIGLER: Well, John, this campaign has been so exhausting that I didn't plan any speech for this day. (Laughter) But if I had had time for a half hour speech it would be one expressing my appreciation for the fellowship of this Association and the hope that I can measure up to the responsibilities of a Vice President, whatever the hell that is. (Laughter and applause)

PRESIDENT STIBBS: As the old outgoing ex-president, I pledge the new team all the support I can possibly give them.

Now, before we conclude, I have forgotten about Bob Bishop, and Bob, I apologize. I am awfully sorry. I had some way or another gotten my handwriting mixed up here, and we do have a report from Bob who is chairman of our Liaison Committee with the N.C.C.F.S. Bob, will you step forward, please.

DEAN ROBERT W. BISHOP (Chairman, Liaison Committee with N.C.C.F.S.): Mr. President, in previous reports your committee has reviewed the purposes and functions of the National

Association of College Personnel Administrators and the role NASPA plays as one of the seven affiliated and sponsoring members.

The annual meeting of NCCFS was held at Attleboro, Massachusetts, May 8-9, 1954. NASPA was officially represented by Dean William H. Medesy, University of New Hampshire; Dean John F. MacKenzie, Boston University; and Dean Robert W. Bishop, University of Cincinnati. Representatives from all member associations and conferences were present, and in the opinion of your representatives the meeting was informative and stimulating. Reports were made on the accomplishments of each of the member groups, and new chapters organized by these groups were reported.

Four important round table discussions were features of the program. Dean John F. MacKenzie led the discussion on "Trends in Orientation Programs," and Dean Lillian M. Johnson of the University of Cincinnati, led the discussion on "Student Participation in College Administration." In these discussions it was emphasized that a larger role should be played by fraternities and societies in the total university program. In the enlarged orientation program the participation of student, alumni and parents was discussed. It was also pointed out that active support from the national groups should be generously given. The importance of faculty, administration and students in the joint enterprise of education was stressed in the discussions. It was the opinion of a number of participants in the discussion that the criteria for judging the value of student participation is based on the question "will this contribute to the education process?"

Dean Sarah B. Holmes, University of Kentucky, led the discussion on "Financing New Fraternity Houses Through Cooperation of Universities." Many factors were brought out as to the advantages both to the fraternities and universities where adequate plans can be agreed upon. Dr. Clyde Johnson, Philadelphia, Pennsylvania, a former member of NASPA, led the discussion on "How Can Societies Help in Financial Problems of Colleges and Universities." He called attention to the role fraternity alumni were playing and could play in larger measure in the support of financial programs of universities and colleges.

It was agreed to continue membership in the American Council on Education and send a representative to the St. Louis meeting of ACE on November 4-5, 1954. The treasurer's report showed a cash balance on hand of \$593.03.

In discussing the report from the joint committee on the National Association of Deans of Women and the United States National Student Association it was pointed out that the financial obligations of the NSA had been seriously questioned by many student, faculty and administration members throughout the country. It was the consensus that the financial policy and operation of NSA should be carefully reviewed with competent faculty advisers. It was stated that much progress is being made in this direction in NSA, which now provides for detailed monthly statements of receipts and disbursements.

Officers election for the year 1954-55 were:

President - Dean Christine Y. Conaway
Ohio State University
Vice President - Judge Frank H. Myers
Washington, D. C.
Secretary - Mrs. Kathleen Davison
Des Moines, Iowa
Treasurer - Dean William A. Medesy
University of New Hampshire

The 1955 meeting of the NCCFS will be held at the University Club, Boston, Massachusetts.

Much of the value of NCCFS meetings comes from the reports and round table discussions of topics of current and long range interest. It is the opinion of your representative that the NASPA should continue its affiliation and sponsorship of the NCCFS. I might say parenthetically, that NCCFS is really the baby of this Association here, because the late Joe Park of Ohio State and our own Fred Turner, I and a few others who were appointed to that 1941 meeting in Cleveland, gave birth to this baby. However, it has grown up. We recommend that this Association continue its sponsorship.

This report, Mr. President, is respectfully submitted
by:

Robert S. Hopkins, Jr.
John F. MacKenzie
William A. Medesy
Robert W. Bishop, Chairman.
(Applause)

PRESIDENT STIBBS: Thank you very much, Bob.

The tour is leaving for the residence halls now. Are

there any last minute announcements? If you can hold them just a second.

SECRETARY TURNER: This is just the old cracking of the whip. This will only take a second. We hope to get the new members of the new executive committee named by dinner time, and if we can do that, then perhaps we can have a meeting of the old executive committee with the new members of the executive committee after the concert tonight. In an hour's time after the concert we can clean up a lot of work and save a meeting tomorrow afternoon perhaps. We announce the new members at the dinner tonight.

PRESIDENT STIBBS: The members of the new executive committee will be announced and named at the dinner tonight.

We adjourn now for the afternoon.

... The Conference recessed at four-thirty-five o'clock ...

... During the Wednesday evening dinner the announcement of the new executive committee of the National Association of Student Personnel Administrators was made, and the following members were appointed on the Executive Committee:

John H. Stibbs, ex-officio member, Tulane University
Hurford E. Stone, University of California
J. C. Clevenger, Washington State College
J. Leslie Rollins, Harvard Graduate School of Business
J. Thomas Askew, University of Georgia
John P. Gwin, Beloit College
Carl W. Knox, Miami University

...

WEDNESDAY MORNING SESSION

April 20, 1955

The Conference reconvened at nine-fifteen o'clock, President Stibbs presiding.

PRESIDENT STIBBS: We come to order for the fifth general session of the Conference to hear the reports of the Commissions and the Committees that were not able to report yesterday afternoon, and for the business meeting.

We will reverse the order of the reports to accommodate certain personal requests, and I should like first to call on the chairman of Commission II, Dean Don Gardner, to submit his report. Don.

DEAN GARDNER (Report of Commission II): Mr. President, Gentlemen of the Conference: This Commission has slowly deteriorated until there are two of us left. One is in Japan, that is Wes Lloyd. Don DuShane could not get here for reasons not given. Bill Blaesser is tied up with the Mormons out in Salt Lake. We cannot discover what happened to Strozier. He just disappeared. So Harold Stewart and I are all that are left. We will endeavor to interpret it if it needs interpreting for you.

Commission II

At the St. Louis meeting of this Association in 1951, Commission II was created. Its charge embodied two elements, first, to define the general obligations and responsibilities of student personnel administrators. This was answered at the Colorado Springs meeting in 1952 by the adoption of the Association of the "Statement of Principles" now printed in all of the Proceedings, and in the front of your program.

The second charge was to interpret and recommend the nature of our professional relationships with other professional functionaries in the personnel field. Couched in another way, this means the clarification of student personnel administration in an institution of higher education. A corollary of this is the position of NASPA in assisting its members to develop good student personnel programs and in influencing the educational institutions to see that student personnel programs are of the best.

President Stibbs reactivated Commission II this year

and requested it to study this second charge. Functioning under the same difficulties which have harassed other Commissions -- lack of time, inability to hold meetings, etc., we have been unable to give the profound consideration which this problem warrants. Nevertheless, we have developed certain points of departure.

It is the Commission's belief that the philosophy and functions of student personnel work have been fairly well defined and accepted by educators in general. The major issue seems to be how to administer student personnel programs effectively. Educators, in general, shy away from administration and organization, though many have come to realize that administration has advanced from the horse and buggy days of a generation or two ago and must be dealt with as a major function of the total operation of an institution of higher education. This need is very apparent in our field.

It is generally recognized that there are three and in some institutions four major divisions of administration -- the academic, concerned with the faculty and curriculum; the financial; and student personnel. (Some, as noted, add a fourth -- public relations.)

The first two divisions are well defined and generally follow a standard form of administration. It is in the third, our division, where there is still a diversity of practice.

To your Commission, this diversity of practice is sometimes the result of a failure to distinguish between the internal functioning of the division and the division's relation with the other two major divisions of an institution of higher education.

In consequence, the administrative responsibilities at some institutions have been somewhat less than clear so that the students and others may be given an impression of confusion of thought, or of planned avoidance of responsibility. This confusion extends to some individual members of our Association and tends further to raise the point -- what is our Association about? What is it trying to do?

To take this last point first, the Commission believes that Article II of our Constitution is definite and clear. To quote a part of it:

"The institutions which are constituent members of

this Association are represented by those who are primarily concerned with the administration of student personnel programs in colleges and universities of the United States. Recognizing that many specialized abilities contribute to meeting student needs, this Association seeks to provide and stimulate leadership for the effective combination and utilization of all these resources." In brief, we are the administrators. We may be in addition professors of history, psychometrists, counselors, doctors, Chevaliers of the Legion of Honor, etc., but, primarily, we are administrators.

The area of intra-staff and intra-institutional relations, however, is where the greatest confusion arises. Some of us are deans in small institutions with relatively small staffs. Many of us carry out personally some of the 25 to 30 activities in our area and, in addition, integrate our division with the academic and financial divisions. Others, generally in institutions of greater enrollment, have large staffs, with one or more people assigned to the conduct of a function which in a smaller place is done by the chief administrator himself.

Hence, when we get together annually, some of us are momentarily concerned with a matter which to our associates is detailed and unimportant. Further, since the identification and definition of student personnel work and its functions is relatively recent compared to the other divisions, we cannot always clearly delimit our discussions because of individual differences among institutions, such as titles, objectives, types, etc.

Fundamentally, however, your Commission believes that the philosophy and functions of student personnel work are the same in all types and kinds of institutions of higher education.

Therefore, the administrative organization in institutions of higher education should essentially be based on the following principles:

- 1) That a student personnel program should have a single administrative head.
- 2) That this administrator should be directly responsible to the chief executive of the institution.
- 3) That this administrator should have rank, privilege and responsibility equal to the heads of the other divisions.

4) That the effective operation of the functions and services which compose a student personnel program should be the final responsibility of this administrator under the chief executive.

Commission II recommends that these principles of administrative organization be incorporated in the continued study of the purposes and objectives of NASPA and be included in the bulletin of information for members proposed by President Stibbs.

Commission II

Wm. Blaesser
Donald DuShane
Wesley Lloyd
Harold Stewart
Robert Strozier
D. H. Gardner, Chairman

Mr. President, I move the adoption of Commission II's report.

PRESIDENT STIBBS: Thank you very much, Don. We have a motion to accept and approve the report. Is there a second?

DEAN WINBIGLER: I second the motion.

PRESIDENT STIBBS: The motion is seconded. Are there comments or additions? If not, all those in favor please say "aye." Contrary, "no." The motion is carried.

Frank Piskor, would you come to the platform at this time, and Glen Nygreen, take your place on the platform.

I should like to inform the membership at this time that the responsibility for either continuing or discharging Commissions and Committees is that of the new Executive Committee, and so I call that to your attention, Fred, to the attention of the new Executive Committee.

We will now have the report of Commission No. I, Dean Bernie Hyink of the University of Southern California. Commission I is on professional relationships. Bernie Hyink.

DEAN B. L. HYINK (Chairman, Commission No. 1, Professional Relationships): Thanks, Jack. Members of NASPA: Our Commission is composed of Theodore W. Biddle, University of Pittsburgh; Clarence E. Deakins, Illinois Institute of

Technology; John P. Gwin, Beloit College; Arno J. Haack, Washington University and V. T. Trusler, Kansas State Teachers College (Emporia). All of the members were present at this Conference, and we have had several meetings. We discussed many things before we actually got down to the report, among them is to try to place NASPA again in the field of higher education, before we begin to try to figure out professional relationships, and likewise to place some emphasis upon deans and what their jobs were, and so on.

This reminds me that a fellow California dean has always said there are really only two criteria to being a good dean. One is to have grey hair to give you the look of distinction, and the other is to have hemorrhoids to give you the look of concern. (Laughter)

The report of this Commission has been distributed here on the ends of the rows. We have mimeographed it in case some of you would like to follow as I read this brief report.

Commission I - Professional Relationships

In order that one may better understand professional relationships between the National Association of Personnel Administrators and other organizations, attention should be given to the place and position of NASPA as it relates to higher education. Much thought has been given to this matter during the past years, and certain basic ideas were formulated and discussed at our meeting in Colorado Springs in 1952. At this time this Association changed its name from the National Association of Deans and Advisers of Men to the National Association of Student Personnel Administrators.

The Committee on Professional Relationships in its report recognized that members of our Association in the main were persons who had responsibility and authority for the direction and supervision of student personnel programs in their respective educational institutions. Thus, the name change was a recognition that this organization should be primarily concerned with the problems of administration, leadership, and planning of student personnel programs. It is implicit in the broadening of the scope of purposes served by this organization that professional relationships would become increased and wider in their effect. Administrators of student personnel programs must be conversant with all phases of student relationships, including: admissions and registration, student aid, testing services, student health, counseling services, student

housing, student conduct, student activities, student religious activities, and student placement services. In the implementation of this expanding concept we should structure our future programs and our own committee organization in such a way as to insure our understanding and administrative competence in regard to these areas.

Of course, professional relationships are carried on by each of us as individuals in our separate educational institutions. Many of us are members of other professional organizations such as the American Personnel Guidance Association, the American Council on Education, and the National Education Association. Members of NASPA, through their membership and interest in these organizations as individuals, are carrying on an extensive program of professional relationships with several of these organizations. However, it is also important and helpful for us as an official organization to carry on a program of interrelations with other professional organizations in the field of higher education. Such a program can be implemented through:

- a) Cooperation in projects which cut across specialty lines and are of general concern to student personnel work;
- b) Attendance and participation by members of NASPA at the meetings and programs of other professional organizations, as well as attendance at our national meeting by representative members of other associations, as NFC, NAFSA, NSA, and AGPA;
- c) Making available the facilities of NASPA to other educational professional organizations; and
- c) The interchange of information between NASPA and other professional groups.

During the last few years in the reports of your Committee on Professional Relationships, there has been an attempt to describe those organizations with which our Association should be related. This Committee would likewise like to list below a classification of such organizations to aid in our further discussion of professional relationships. In our opinion, groups with whom NASPA would conduct professional relations fall into five separate categories:

- 1) National associations representing the administration, and institutions of higher education such as the American

Council on Education, the Higher Education Division of the National Education Association, and the United States Office of Education within the Department of Health, Education, and Welfare.

2) National college groups such as the American Association of Colleges and regional groups including the regional accrediting agencies.

3) Organizations in higher education, which like Naspa, are made up of individuals having administrative responsibility for specific areas in college and university management. Examples of such groups would include the Academic Deans Conference and the Federation of College Business Officers Associations.

4) National associations primarily concerned with student personnel programs, such as American Personnel and Guidance Association, National Association of Deans of Women, National Association of Foreign Student Advisers, National Vocational Guidance Association, American Association of Collegiate Registrars and Admissions Officers, and other specialized groups such as placement officers and housing directors.

5) National associations representing students and alumni, including the National Students Association, National Interfraternity Conference, National Panhellenic Conference, and American Alumni Council.

The final part of our report has to do with:

Accomplishments and Recommendations

A. NASPA has cooperated with the American Council on Education for the last several years, and Dr. Francis J. Brown of the Council has probably appeared on more NASPA programs than any other person outside our membership.

Our organization has also created a special committee to work with the Commission on Student Personnel of the ACE. This committee has kept contact with Dr. Albert Jacobs, the chairman of the Commission, and has represented NASPA in the activities of the ACE in the student personnel field.

Our professional relations with other national associations such as NEA, and the United States Office of Education have all been rather informal and on an individual basis rather

than on behalf of NASPA. Many individual members of our Association have been included on the committees of these organizations and participated regularly in their regional meetings.

Commission I feels that the purposes and activities of NASPA as an organization are not sufficiently well-known among the national associations which represent general higher education. In order that our organization be better known, we recommend that the Executive Committee of NASPA make plans for a change in the publication of the proceedings of our national meeting. We would suggest that the principal addresses and summaries of the panel discussions be published in such a fashion that they could be widely circulated among the membership of these national associations. We think it would be extremely helpful in the development of student personnel programs and for the good of NASPA that college presidents and administrators as well as faculty leaders are made aware of our objectives and activities. A greater understanding of our problems and our needs would be provided through such information.

- B. We recommend that the executive committee of NASPA explore ways and means of establishing a close working relationship with accrediting agencies in the development of criteria for student personnel programs to be used in the evaluation of an institution and to also assist in the actual evaluation program on campuses seeking accreditation.
- C. From time to time, NASPA has worked with NADW, ACPA, NVGA, and other national associations representing college officers who work in the field of student personnel. In the past we have cooperated with the American Association of Collegiate Registrars and Admissions Officers on the problem of discipline. A special committee, whose report you heard yesterday, of our Association has now completed its study on this subject, and full publicity of its findings will soon be made, and the report has been presented to the executive committee.

It is noteworthy that we have just heard a report from the National Association of Foreign Student Advisers by Dr. James Davis, Director of the International Student Center at the University of Michigan, and I might add as well another Association, the NSA, at the same time. This is the finest kind of professional relationship, and it is the hope of this Commission that we will continue to have items of this

sort included on the agenda of our future national conferences. It is also significant that through a special committee, NASPA is devoting special attention to work with Mr. Taylor of the American Institute of Architects on the matter of housing for single and married students. You will recall Ted Baldwin's report on the matter yesterday.

In view of our long-standing interest in scholarships and student aid, we recommend that NASPA establish a special committee to study the problems and the practices and procedures found in this area of our student program.

Commission I recommends that NASPA attempt to plan its national meetings at a time and place which would allow members the possibility of attending both NASPA meetings and meetings of APGA without undue expense in time or money. Both APGA and NASPA meet every other year in the midwest (generally that has been true) and on these occasions, minimum travel might be effected by a convenient calendar date.

- D. During the past years, our Association has conducted an active program with the National Interfraternity Council and with the National Students Association. The presence and contribution of their delegates to our national conferences have been extremely helpful. There are many matters which are of mutual interest, including supervision of national fraternities, the administration of student unions, effectiveness of student government, and student participation in university administration. We recommend the continuance of the practice of inviting delegates of these two associations to meet with us in our national meeting.

Commission I would recommend that NASPA carry on correspondence with the American Alumni Council to determine if there are fields of joint interest in the area of alumni-school relations.

NASPA is playing an increasingly important role on the campuses of the various colleges and universities. In addition, our Association is coming to occupy a more and more prominent place in the field of higher education. Thus, we urge that all members be conscious of their responsibility to all national educational associations. We hope that each individual member, as well as the Association itself, will take every opportunity to participate and contribute to these associations in the interest of improving our student personnel programs throughout the country.

Mr. President, we recommend this report to the executive committee.

PRESIDENT STIBBS: Thank you, Dean Hyink. I assume you move the acceptance of the report?

DEAN HYINK: Yes.

... The motion was duly seconded ...

PRESIDENT STIBBS: Are there any comments, additions or qualifications?

SECRETARY TURNER: A brief correction, Mr. Chairman. In line 6 of page 1, the correction should read "in St. Louis in 1951," instead of Colorado Springs in 1952.

DEAN HYINK: I thought the actual name change was made officially in Colorado Springs.

SECRETARY TURNER: No, it was made in St. Louis in 1951.

PRESIDENT STIBBS: With that change, all those in favor of accepting the report please say "aye." Contrary, "no." The report is accepted.

Our guest speaker for the luncheon this noon is with us at this time, and I should like to ask Dr. Farnsworth, the director of health services at Harvard University, if he would stand and give us an opportunity to welcome him here among us. Dana, will you stand, please? (Applause as he arose)

I now call on Commission No. V to report. Commission No. V is the commission concerned with Relationships with the Field of Social Sciences, and our chairman will report. The chairman is Vice President Frank Piskor of Syracuse University.

VICE PRESIDENT FRANK PISKOR (Chairman, Commission No. V, Syracuse University): Thank you, President Jack.

Commission V

At the Roanoke Conference of this Association in 1954, Commission V proposed that each member agree to report a significant social science study or studies conducted by social scientists at his college or university and dealing with campus

life or some area having special significance for campus life. We expected difficulties in getting help from our busy colleagues. We have had them. At the same time we have received some outstanding assistance and are pleased to report that our program to date shows promise for the future for this and related social science projects as they relate to student personnel work.

A bibliography of materials containing 52 items has been developed. It is only a first draft and unfortunately the Commission has not completed the annotations which it hoped to complete in order to make it of practical use to the membership. I can report from my personal experience in reviewing many of these items that they are most promising and deserve a wide audience.

I would like to express my personal appreciation to all of the Commission members who contributed so significantly to the development of this bibliography and especially Dean Clifford J. Craven of the State Teachers College in Oneonta who shared many of the references to doctoral dissertations which are listed from his own personal researches. I would also like to note our special appreciation to the State College of Washington and its Department of Rural Sociology for the special collection of research monographs which they made available for this bibliography.

Commission V recommends publication of the first draft of the bibliography in the current proceedings. We further suggest that we complete the annotation of the bibliography during the academic year 1955-56 and implement further our recommendation of 1954 relative to digesting and reporting significant studies in the form of mimeographed supplements to the NASPA "Breeze."

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Mr. President, we recommend the adoption of this report, and I so move.

DIRECTOR JAMES E. FOY (Director, Student Affairs, Alabama Polytechnic Institute): I second the motion.

PRESIDENT STIBBS: Thank you. The motion is to accept the report, and it has been seconded by Dean Foy. Are there any qualifications, additions or corrections to the report? If not, the report will be accepted.

We now come to Commission No. IV, on Program and Practices Evaluation, Dean Robert Kamm, Chairman. In the absence of Dean Kamm of Drake, Dean Dale Faunce will make the report.

DEAN L. DALE FAUNCE (Commission No. IV; State University of Iowa): Thank you, President Jack. Members of NASPA:

I am merely recording here for Dean Robert Kamm, and will read the report as he submitted it to me.

The members of the Commission are: Dean I. Clark Davis, Southern Illinois University; Dean Waldo Shumway, Stevens Institute of Technology; Dean E. G. Williamson, University of Minnesota, Dean L. Dale Faunce, State University of Iowa; and Dean Robert B. Kamm, Drake University, Chairman.

Commission IV

Your Commission on Program and Practices Evaluation has for some years now been concerned with improving evaluative efforts relative to our student personnel programs. Culminating two years of study and thought, your Commission presented to this body at East Lansing in 1953 a comprehensive statement listing twenty student personnel areas, with suggestions of criteria, techniques, and sources useful in the evaluation of each area (pages 138-173 of the 1953 Proceedings). This organization voted its approval of the Commission's work, and supported a recommendation that the brochure be duplicated, and that copies be made available to student personnel administrators generally, even though their institutions might not have NASPA membership.

The above has not, as yet been accomplished. Therefore, your 1954-55 Commission on Program and Practices Evaluation, believing that there is value professionally in making copies of the brochure "Evaluation Aids" available, respectfully calls the action of this organization in 1953 to the attention of the Executive Committee of NASPA, and urges that duplication and distribution of the brochure be accomplished without further delay. It is suggested that professional help be utilized, as necessary, in making the brochure an attractive publication, one of which NASPA can be proud.

One year ago, at Roanoke, NASPA approved the following recommendation from Commission IV (page 155 of the 1954 Proceedings):

... that the Executive Committee of NASPA be instructed to implement a close working relationship with the Commission on Student Personnel of the American Council on Education, informing that Commission of the work already done by this Association, and of our great professional interest in future developments of evaluation methods and techniques.

The present Commission reiterates the above recommendation. Moreover, it urges that further study and efforts in

the areas mentioned be jointly undertaken by NASPA and ACE. The Executive Committee of NASPA is urged to take the lead in the formation of such a joint committee.

It is suggested, too, that consideration be given to the possibility of including, as members of this committee, representatives from such other professional groups as the National Association of Deans of Women, the American College Personnel Association, the American Psychological Association (Division 17), and the Student Personnel Association for Teacher Education.

Commission IV believes that such a joint body would be far-reaching in terms of its effectiveness. It would be a committee which might well, in view of the collective strength of cooperating bodies, be able to secure favorable reaction and financial assistance for study and research from such concerned organizations as, e.g., the Ford Foundation.

Once such a joint committee (with its greater potential for service) were established, it would be the recommendation of this Commission that it be de-activated, and that NASPA fully support the new committee.

Mr. President, I recommend the approval of this report of Commission IV.

PRESIDENT STIBBS: Thank you, Dale. The motion has been made to approve the report of Commission IV. Is there a second?

DEAN R. H. LINKINS (Illinois State Normal University): I second the motion.

PRESIDENT STIBBS: The motion has been seconded. Are there any comments or qualifications on the report? If not, we will declare the report accepted.

We now turn to Commission No. III, the Commission on Development and Training of Student Personnel Administrators. The chairman is Dean John E. Hocutt, University of Delaware.

PRESIDENT-ELECT HOCUTT (Chairman, Commission No. III): Thank you, John. If you have looked at your program and noticed the composition of Commission III, you will see that there are fourteen members of this Commission listed, and of that number four are from the Graduate School of Business Administration at

Harvard. I mention this as a preface to my comment that the report that I am going to read to you is written by Hocutt. It has been approved by the members of the Commission. The report in places is complimentary to Harvard, and the boys from Harvard wanted to be sure it is understood that that part, at least, was written by somebody else.

Commission III

At the Roanoke meeting last year, Jack Stibbs presented a comprehensive report to this Association on the work of Commission III up to that time. It seems to me unnecessary to review again the past record. Suffice it to say that the Seminar attended by some sixty of our people held at the Harvard Business School in January, 1954 was a tremendous success. The unanimous enthusiasm of those who participated in the seminar is typified by the comment of one dean who months later wrote "The day has yet to pass during which I have not had cause to reflect with good results upon some experience or discussion encountered there." And a distinguished member of the Harvard Business School faculty who served as one of the seminar instructors commented, "It was the most exciting experience in my twenty-seven years of teaching."

The 1954-55 Commission III began functioning early last fall. We set as our goals the following:

1. To obtain money to permit holding a second national seminar at the Harvard Business School. Last year the membership of this Association urged that this be done.

2. To obtain money to permit holding four regional seminars which would follow the pattern of the national seminar.

3. To study the training and development possibilities for young student personnel administrators in a one-year "internship" program which would involve:

- 1) internships which will permit young men to spend either several months at each of several institutions or an entire year at one institution working in the student personnel programs at these places;
- 2) internships for either one year or for several shorter periods totaling one year in the personnel relations departments of selected

industries which would afford experience in personnel administration.

After some disappointments at fund raising, we can report the following progress toward these goals?

1. A second national seminar at the Harvard Business School is assured. This seminar will begin on Sunday, August 21, and will continue through Saturday, August 27, 1955. We are quite optimistic that a foundation will assist in financing this seminar. The foundation we have approached will give us the answer following board review of our proposal in late May. However, if the foundation rejects our proposal, the Harvard Business School is so convinced of the value of this program that the Business School will pay the major expenses of this national seminar.

If the foundation grant materializes, it will be made to the Institute for College and University Administrators to conduct a NASPA Commission III seminar at the Harvard Business School. Professor Robert Merry of the Business School faculty, who is Director of the Institute, will serve as Educational Director for our program. Those who attended the first seminar at the Business School will recall that Professor Merry was one of three Business School faculty members who did such an excellent job for us in January, 1954.

As case materials for the August 1955 seminar, we will draw upon cases to be used at the seminar for Presidents to be conducted by the Institute at the Business School this June. In addition, we believe there will be time to gather and develop some new cases by August.

Approximately seventy deans, assistant deans, etc. will be selected to participate in this seminar. Many of these people will be chosen from among persons who have been in student personnel work five years or less.

A group of ten to fifteen senior deans, "repeaters" from the first national seminar, will be selected to attend the August '55 seminar for special training. These people later will be called upon to assist in conducting the regional seminars.

Knowing that the wife of the dean plays an important role in the dean's work, we hope to experiment with a concurrent seminar for approximately twenty wives. We are planning about five seminar sessions using cases involving wives. The seminar

program for the wives will be kept light so as to leave them time for sight-seeing in Boston.

We expect the colleges and universities whose representatives are chosen to participate in this second seminar to pay the deans' travel and board and room expenses. We would hope that in those cases where the wife attends to take part in the seminar for wives that her expenses also will be paid by the institution.

I might interrupt here for a moment to say that yesterday we conducted an informal poll among about 40 representatives of about 40 institutions, and practically all of those institutions, those representatives, expressed the opinion that if they were invited, or some other member of the student personnel staff in their schools were invited, that the institution would pay the expenses of the representative. Only about five of these people expressed the opinion that the institution would pay the expenses of the wife if she attended the seminar to participate in the wives' part of the program.

Board and room charges at the Business School for the seminar will amount to approximately \$55.00 per person. Should we obtain the foundation grant we are seeking this charge may be reduced to approximately \$40.00 per person per week. Whether the board and room charge is \$55.00 or \$40.00 per person per week, we hope to work out a "bargain" rate for husband and wife who attend the seminar together. What this rate will approximate, I am not able to report at this time.

2. We are optimistic that the same foundation which is interested in the national seminar will provide the financing for four regional seminars. We have asked this foundation for a total of \$40,000 -- \$10,000 for the national seminar and \$30,000 for the four regional seminars. We will receive word from this foundation in late May regarding funds for both the national and the regional seminars. Once again I would stress that whatever decision the foundation reaches, the second national seminar is assured.

We hope to hold the first regional seminar during the year 1955-56 and complete these four regional seminars by the fall of 1957. Locations for these seminars have not been selected. We shall want to conduct them on college and university campuses. The four seminars will be located so as to place them as nearly as possible in geographical centers where they will be accessible to all members of NASPA.

The regional seminars will follow the same pattern as the national seminar. Instructors experienced in the case method, assisted by those deans who have received special training for the purpose, will conduct these seminars.

3. A subcommittee of Commission III, consisting of Chaffee Hall, University of California, Chairman, Dick Hulet, University of Illinois, and Guy McBride of Rice Institute has been studying the matter of institutional and industrial internships. Unfortunately, Chaffee could not attend this meeting. A brief report from Chaffee's subcommittee will be presented in a few minutes by Dick Hulet.

In concluding my part of this report I should like to acknowledge publically the fine cooperation given by all members of Commission III. Thanks also should go to Vice President Bud Rea who, although not a member of Commission III, gave up a portion of his Christmas recess to assist me on one of our fund raising missions. Especially do I want to thank Dean Donald K. David and his people at the Harvard Business School. From my standpoint, Commission III and NASPA are deeply indebted to the Harvard Business School, for without their fine support Commission III would have little to report to you today. In view of this statement you will understand the great shock I received last December when I tried to reach Les Rollins by telephone only to be informed by the Boston operator that the number I was calling had been disconnected "because that school has gone out of business." (Laughter) After a quick recovery from this blow, and upon insisting that I was certain the Harvard Business School was indeed still in business, I got through with my call to Les.

And now, Mr. Chairman, if I may, I should like to call on Dick Hulet to complete the Commission III report.

ASSISTANT DEAN R. E. HULET (Commission III; University of Illinois): Thank you, John. John indicated that this report would be brief. I am not sure that it will be as brief as he had hoped, and I hope also that I am not stealing too much of your time, John. And speaking of stealing, I am reminded of an old joke, stolen from George Davis, and you will find it in my favorite joke book, the Proceedings of NASPA. [Remarks off the record]

John Hocutt has outlined to you the responsibilities of our subcommittee in studying the training and development possibilities for young student personnel administrators in intern programs.

They suggested that a questionnaire poll of the membership of NASPA be conducted to determine the establishment of internships and their interest in participating in such a program. I filed a minority report protesting this as a method of getting the information, but I am mightily pleased at the results which we obtained through our questionnaire. This might say a lot for the loyalty of NASPA members, but I wonder if it might not lend some support to the old adage that practice makes perfect.

Subcommittee, Commission III

This report concerning the possible establishment of a NASPA "internship program" can, in no sense, be considered complete. It is merely a statement of progress made in giving some thought to the subject, and it reflects the ideas and opinions of 65 NASPA members who were good enough to respond to our questionnaire.

Questionnaires are almost always less than satisfactory, leaving great room for discussion and argument; and specific answers are frequently impossible. Nevertheless, many of the replies have been interesting and revealing; they indicate, at least, that there is considerable enthusiasm for the establishment of such a program. For example, the majority of those replying indicated an interest in participation, either for themselves or for members of their staffs. The general feeling seems to be that the program should be restricted to the younger and junior deans rather than to older and more experienced men, though a few expressed the opinion that the deans of students might themselves benefit from an internship or an exchange program which would take them briefly away from their own institutions.

A good many NASPA member institutions expressed a willingness to offer "internship positions." We emphasize, in this report, that the institutions which replied affirmatively to this question did not in any way commit themselves. Their acceptance of the program, in several instances, would be entirely dependent upon its method of financing. A few colleges and universities already have going programs, but these primarily involve graduate students within their own institutions who are engaged in a period of in-service training while also working toward advanced degrees.

The majority of those responding to the questionnaire expressed the belief that offices other than that of the Dean

of Students offer internship possibilities; it should be pointed out, however, that in a good many universities these other offices are under the supervision of the Dean of Students, and that an internship would thus involve an opportunity to serve in all phases of the operation. Among the offices suggested are the following: Housing; Fraternity Affairs, Guidance Center; Admissions; Student Activities; Counseling; Loans and Scholarships; Foreign Students; Vocational Services; Veterans Affairs; College Union; Reading Clinic; Placement; Registrar; Health Service; Residence Halls; and Testing Bureau.

As to the length of time of the internship, opinion varied greatly and was almost evenly divided between those who favored one year and those who favored a period of from three to four months. A minority voted for two to six month internships. In general it was felt that, regardless of the length of time, it should be spent in one place but that the assignment should be broad enough so that the intern would be able to become well-acquainted with all the student personnel aspects of the institutions. Several have suggested that the program should be formalized to the extent of having an actual job description written for the intern, describing in detail the areas to be covered, time to be spent in each area, and the work to be accomplished; at the conclusion of the internship the intern would be rated by his supervisor or supervisors. Some, however, have expressed the opinion that ratings have little meaning and that the real purpose of the internships is to furnish new and valuable experience to the individual concerned and that his own report of the experience (submitted to NASPA, the host institution, and his own institution) would have greater significance than any supervisor's rating.

There was great disparity in suggested stipends for an internship and in estimates as to what it would cost to establish and carry on the program. Stipends varied all the way from \$1500.00 for a year to \$4500.00; there were several who expressed the opinion that the person should be paid the equivalent of his regular salary. Estimated costs of the program itself ranged all the way from \$4000.00 to \$50,000.00. To make any kind of accurate estimate is, of course, impossible. Cost would be dependent upon many factors: the number of internships; whether board and room was furnished; the complexity of the program; the amount of travel involved, etc. Very few institutions seemed to feel that their own budgets would be able to finance an internship program. Nearly all looked either to industry, to NASPA, or to the Foundations as a possible means of support. It was suggested that Commission III communicate

with the following among the Foundations: Ford, Danforth, Kresge, Carnegie, and Hazen. (Knox College now has an internship program under a Ford grant.)

If such a program is to be established it was the consensus that applicants should be selected either by Commission III or by a special committee of NASPA members. It was felt also that the dean of the host institution, before accepting an intern, should have an opportunity to review several applications and to choose the person whom he felt best suited to his needs and program.

Opinions as to the qualifications which a man should possess in order to be eligible for an internship were very general. Some felt he should have completed the doctorate; others the MA; a few the Bachelor's degree only. All emphasized the importance of some experience (from two to three years) and of such traits as good character, integrity, personality, and a deep and sincere interest in students, student problems, and personnel work in general.

Our questionnaire asked: "What steps do you think can and should be taken to insure that the intern receives an actual working experience rather than have him placed in a role wherein he would be in the way of the regular staff without specific assignments under capable supervision?"

The answers to this were interesting, principally because of the almost unanimous opinion that the intern must be given a regular job to do, just as though he were a member of the permanent staff of the institution he visits; that his duties be specific and contribute to the welfare and efficiency of the college; that he engage in a genuine work experience; that he be given a title other than that of "intern" or "visitor," in order that he might have more the status of a colleague than a guest. In short, host institutions want a real assistant rather than a mere observer, drifting through the various personnel services without any responsibilities. In this connection we should mention that several people have stated a rather strong aversion to the words "intern" and/or "internship," saying that these terms belong more properly to the medical profession. "Supervised field work" and "visiting trainee" have been suggested as alternatives.

Of all those responding to the questionnaire only one expressed any real interest in a program which would involve internships in industry. Several, indeed, were outspokenly

opposed to such a program. One put it this way: "if they ever get into industry they'll never come back to education." (Laughter) The lack of interest can, we think, be attributed to several things: it is very possible that the questionnaire itself did not properly offer opportunities to discuss industrial internships and was insufficiently specific in asking questions about them; it is possible also that as college and university administrators we are all too unaware of industrial opportunities and of the learning possibilities which such internships have to offer; it may even be that we are so oriented to educational administration that we cannot see ourselves or our colleagues in an industrial setting.

... The following part of the report of Subcommittee, Commission III was not read:

Several people wrote at some length in response to the questionnaire. We quote from four of them:

1. "For an individual, internship can be very valuable if it meets adequately a need of his. For a group that is doing something creative and original (in the sense that the 'something' is not routine) an internship can help to spread their idea.

"In both cases, the value comes from the junction of supply and demand, when both supply and demand are sincere and properly motivated, and of good quality.

"I am against a 'program' of the kind NASPA seems to have in mind, for it would tend, on the one hand, to impose internship on institutions that were not really able to make it valuable since they had not thought it through, and, on the other hand, to invite individuals and institutions to take up the plan before they were ready for it.

"In general, internship works better in teaching or in clinical situations, rather than in administrative positions where operating responsibility is unavoidable.

"NASPA might do a good thing if it could do the following connected with internship:

- "1. Find out what the conditions are which make internship worth while, i.e. what the characteristics are of the 'institutions' which are doing good internship.

- "2. Serve as advisers to institutions which are thinking of accepting interns, or put them in touch with places already operating good intern programs.
- "3. List all the places which now have good intern programs, and serve as a clearing house for inquiries by individuals or institutions in search of each other. But not try to be an employment agency, merely a clearing house.
- "4. Get money for institutions which could well have interns, but can't pay the freight, or for the individual intern who couldn't afford a year off otherwise. These two things are not identical, for an institution, to have an intern program, may need to increase its staff and thus free someone for supervision, which takes money over and above the money needed to pay the intern himself.
- "5. The chief difficulty in the intern programs is that for the intern they either give responsibility without adequate learning, or observation without participation and responsibility. For the people doing the supervision, the difficulty is in planning a good program for the intern, for this takes real time and energy on someone's part. Too often interns are used as cheap labor."

2. "In reply to your request, I have this to say. I do not feel that industry has near as much value as training in educational institutions. Secondly, we must be careful as to size, type and nature of college we assign interns. I am a large urban university man as are Harold Stewart, Doak Gardner and others of both Catholic, private and municipal colleges. All of these share the same urban problems and thus are a type. Others are residential, others complex, others simple, and so on as you well know. Thus do the problems of interns differ.

"We need a broadly trained man, so it seems groups must be set up for internships. I feel if we could get someplace \$50,000 we could set up something similar to the American Political Science Association's Congressional Intern Program.

"To me also these interns should be men of experience at least an MA plus two years in a recognized department in a member university. This keeps out 'fly by nighters' and people who do not plan to stay in the field. I would like to see

fifteen interns set up in various types of regions and types of universities as a regular revolving thing. Then men could be brought in from other more needy and less enlightened schools to learn. The enlightened schools could participate by swapping men, but only through the same application process."

3. "Concerning the problem of internships in industry, I have discussed this situation on a hypothetical basis with my friends in the industries in the area. Some of these personnel people are more and some less flexible than our own student personnel administrators in academic institutions. Some of them feel that such interns could not be given training because the company would be unwilling to put the man in the position of dealing with company personnel in a responsible way and that any other sort of position would be unsatisfactory from the training point of view.

"Some of these personnel people spoke of the 'clientele' of their personnel administrators, giving the implication that an intern could not hope to develop a clientele and could not therefore be effective either in dealing with the people from the company point of view or in dealing with them effectively to further his own experience. On the other hand, representatives of some of the industries, and these it seems to me tend to be the smaller industries, view with satisfaction the idea of receiving interns. Many of them have told me that they would be pleased to appoint such a man assistant to their personnel manager and would undertake to expose him to all types of personnel work including labor relations bargaining.

"One of the unexpected things which has emerged from my contacts with industry over the past week or two is that most of the industries would definitely want to have the man on their payroll. They seem to feel that if the man is going to be responsible in dealing with company personnel he must be also accountable to the management of the company and therefore must be on their payroll. I do not get the impression that they would be unwilling to have traveling expense or other remuneration added to what they would pay, but they definitely wish to have financial strings on the intern."

4. "For what they are worth, here are my personal reactions to the things that John has raised in his letter. First, in terms of internships and where they might be held, I feel that, while there is a core of information necessary in our work which can be obtained only through working in the field, the additional and important aspects of human relations problems

can be tackled in any administrative post -- either industry or college. I would therefore recommend that the intern at some time be placed in the college or university setting but that the intern might gain additional experience in industrial personnel work and that this would be a desirable thing in certain instances.

"I feel personally, that the intern's personality, experience, and other qualifications would dictate whether or not he should be placed in one institution for an extended period or in several institutions and will also determine whether or not he should work in several broad fields or in a few selected ones. By the same token, his salary and travel expenses should be determined by his experience, training and need. I do feel that the institution in which the person is placed should bear a part, if not all, of his stipend. It would seem that institutional involvement in the program would be enhanced should they have a financial interest in the matter."

...

Recommendations

The subcommittee makes the following recommendations:

1. That time be given at the next conference for a panel or other type discussion of the internship program to allow for further exchange of ideas and further exploration of the subjects which are only partially covered in our original questionnaire;
2. That further investigation be conducted of Foundations which might be interested in a program of this type;
3. That further inquiries be made into the possibilities of support from industry;
4. That the chairman of Commission III poll every member institution of NASPA to obtain an accurate list of the institutions which could actually and immediately offer internships;
5. That the program of the Foundation for Economic Education Inc. be brought to the attention of every member of NASPA (it is our understanding that Dean Theodore Zillman is well-acquainted with this program);
6. That the possibilities of this program be thoroughly

explored in order that there may be, among our membership, a better understanding of industrial opportunities;

7. That the directors of that program (Dr. Alfred S. Read and Dr. W. M. Curtiss) be asked to meet with Commission III;

8. That if internships (either in industry or education) are established they be, at least in the beginning, for the more junior members of our Association; that selection of applicants be by a special NASPA committee; that the intern's duties be specifically outlined and yet offer opportunity to observe and participate in every phase of the personnel operation; that he receive a definite appointment which will give him status beyond that of an observer or visitor; that internships be for a period of one academic year and in a single institution or company; that, at the end of that time the intern submit a report of his experience to NASPA, his own institution and the host institution; and that we explore the possibility of establishing two types of internships -- one which would be entirely "on-the-job-training," and a second which would include course work toward an advanced degree;

9. That consideration be given to an alternative exchange program among the members of our Association. This would involve selling our college and university presidents on the idea of a kind of sabbatical for personnel administrators which, entirely on an exchange basis, would make it possible for them to spend a year as a full-fledged staff member at another institution.

This report is respectfully submitted by:

Chaffee E. Hall, Jr.
Richard Hulet
Guy T. McBride, Jr.

DEAN HOCUTT: Mr. President, I move the adoption of this full report from Commission III, with the understanding that we should like to have printed in the proceedings all of the material that Dick reported, plus a little more to the subcommittee's report which we deleted in order to save time.

PRESIDENT STIBBS: Thank you, John, for a very exciting report. We have the motion with the qualification about the additional material coming in. Is there a second to this report?

... The motion was duly seconded ...

PRESIDENT STIBBS: Are there any comments, qualifications or perhaps questions at this time that you would like to ask either John or Dick? If not, we declare the report accepted.

That completes the reports from the Commissions.

SECRETARY TURNER: Mr. Chairman, I think the number one question everybody is going to ask will be, "How do I apply?"

PRESIDENT STIBBS: The matter of application, John. Will you address yourself to that point?

DEAN HOCUTT: Commission III expects very shortly now to send out letters to colleges and universities. These letters will be addressed to the presidents of the institutions asking those presidents to nominate staff personnel as candidates for this seminar to be held in August. I cannot give you a date other than to say that this will be done as quickly as possible. It is my feeling that the same procedure should be followed as was followed for the first seminar in selecting those to attend, the selections to be made by your executive committee.

For the first seminar we tried to get a wide geographical distribution as well as a distribution by type of institution. And those will be the principles your present executive committee will use in making selections for this present seminar.

DEAN NOWOTNY: John, one point that could have been added. I will be brief. These regionals will miss a lot of folks. It might be well if you could help the state associations to include a miniature in their program. If you will pardon the reference to the Texas gang, we had a miniature in our last meeting in Waco, Texas at the Baylor campus last fall, and I think in the opinion of those present that was the best part of our state meeting.

I believe that might be a service that you could render to the Ohio gang and the Illinois gang, and so on. After all, Texas is a region, I know. (Laughter)

DEAN HOCUTT: The same thing, Short, was done at a meeting of the Ohio deans, so Don Gardner tells me, and he reports that that was most successful. We are working on the development of a procedural manual and other aids which I think would be of help to the state associations in putting on such a program.

DEAN HYINK: John, will copies of the letters that are sent to the president be sent to us?

DEAN HOCUTT: Surely. I should have mentioned that. In addressing the president of your institution, extending this invitation, asking him to nominate a person or persons from the student personnel staff, a copy of that letter will go to the chief student personnel officer of the institution.

Any other questions that I might be able to answer?

PRESIDENT STIBBS: Have we accepted this report? Well, the motion has been made and seconded. All in favor of accepting the report please say "aye." Contrary. The report is accepted.

We now turn to the committees who did not report yesterday afternoon, and we will first call on the Cooperating Committee with the National Interfraternity Conference, and the chairman will report, Dean Glen Nygreen of Kent State University.

DEAN GLEN T. NYGREEN (Chairman, Cooperating Committee with National Interfraternity Conference): President Jack, the NASPA Cooperating Committee with the National Interfraternity Conference is but one of a complex of committees and appointments in relation to fraternity government in which members of NASPA are involved. It is, nonetheless, a strategic committee and its appointment gives us an opportunity to play a more effective role in enhancing the historically friendly relationship existing between the NIC and NASPA.

Our present opportunity rests upon these four agencies:

1. NASPA Cooperating Committee with the NIC.
2. The position of "Educational Adviser" and its accompanying position on the NIC Executive Committee to which our own Vice-President, Don Mallett was elected last December.
3. The College Fraternity Scholarship Officers Association (CFSOA) with Donald DuShane of Oregon as President.
4. Our own Fred Turner who is not only Editor of the Inter-Fraternity Research Advisory Council Bulletin but is also the senior educational statesman in the NIC. No charge for that, Fred. (Laughter)

This is clear evidence of our welcome as student personnel administration in the deliberation and councils of NIC which is

toward increasing effectiveness and influence.

Your NASPA committee is made up of the following members

Dean Glen T. Nygreen, Kent State University, Chairman
 Assistant Dean B. H. Atkinson, University of California at
 Los Angeles
 Director James E. Foy, Alabama Polytechnic Institute
 Assistant Dean Roger Fritz, Purdue University
 Dean Tom King, Michigan State College
 Assistant Dean W. S. Zerman, University of Michigan

This committee met in part at the annual meeting of the NIC in Philadelphia in December, 1954, and again at this Conference. The bulk of our business has been conducted by correspondence. We have identified the following problems as being of concern to our members, and as being susceptible to some effective handling as a result of our concern:

1. The need for an occasion upon which interested student personnel administrators can meet with the executive secretaries of college social fraternities for the discussion of common concern and the airing of opinions and feelings.
2. A growing dissatisfaction with the confused group scholarship reporting picture. This concern is not only with the reporting agencies themselves, but also with the basis for reporting. The acceptance of a single, arbitrary standard for satisfactory chapter scholarship, that of the undergraduate all-men's average, is being seriously questioned at many places.
3. Many are disturbed over the growing tendency of college fraternities to put restrictions upon the activities of local chapters for delinquencies in scholarship and other phases of their programs without prior consultation with the appropriate administrative officers of the collegiate institutions.
4. Many are concerned about the lack of effective action against "Hell Weeks" and other hazing practices by the individual national fraternity groups. Pious generalizations often are not enough bases for actions. Some have asked for clear statements in national fraternity laws of what constitutes non-acceptable behavior.
5. The need for objective study of the present position of college social fraternities in the American college scene has been emphasized.

6. Some feel that the question of fraternity membership policies and practices has been so mishandled through unnecessarily hostile and aggressive behavior on the part of many that the proper role of the local educational authorities has been obscured.

Having identified these items, the committee makes the following reports and recommendations concerning them:

1. We recommend that provision be made at the NIC annual meeting in St. Louis, Missouri scheduled for December, 1955, for a dinner and evening meeting for visiting student personnel administrators and fraternity executive secretaries. This is to be in addition to the much appreciated annual dinner of the Deans with the members of the NIC Executive Committee. Upon your approval, we suggest this recommendation be forwarded to the NIC Executive Committee through Vice-President Mallett.

2. We can report that for this coming year there will be no change in the scholarship reporting services. Mr. Elles Derby will continue to report for the NIC and Col. Ralph Wilson will continue to report for those national fraternities which employ his services.

We recommend:

a. That the chapter scholarship reporting service be centralized following this next year and suggest this procedure:

- that it be conducted by an agency on a college campus, i.e., officially connected with a collegiate institution.
- that it be mechanized as far as possible through use of IBM or similar mechanical processing techniques.
- that distribution of factual reports to interested parties be made as soon as possible after the data is available and without restriction.

b. That a review and continuing study be conducted of the bases for comparing chapter scholarship and for defining what is an unacceptable chapter scholarship level. A report of progress toward this understanding should be made by this committee at the time of our Berkeley meeting.

3. We further recommend that when a national fraternity takes an action which affects the status and freedom of activities of an individual chapter, the national fraternity consult with the appropriate local educational authorities and take only such action as is consistent with the stated requirements of the local institution.

The committee asks that the NASPA Executive Committee see that this recommendation, if accepted, be circularized through an appropriate means to national fraternity officers and other interested parties.

I would like to introduce here a parenthetical comment. This concern comes through the action of one large national fraternity which put some 70 per cent of its chapters on social probation all at once. This meant that the chapters on 70 campuses (they having about 100 campuses) were unable during one given year to have any social program whatsoever. Many deans felt this action was arbitrary, unjustified in some cases, and ought never to have been taken without consultation with them. Our committee agrees and therefore submits this recommendation.

4) We suggest also that each national fraternity, local interfraternity conference and appropriate local educational authority, take firm action restricting all present initiation activities to the confines of their own houses, under clearly stated limitations and regulations.

Parenthetically again, the reason for this is that many local campuses have such actions. We want this to be transmitted to the NIC for effective action at the individual national fraternity level.

5) We endorse the present movement toward interfraternity conferences at the appropriate level being organized and we urge the NASPA membership and the NIC membership to give every support to the furtherance of this activity.

6) We emphasize the need of an objective contemporary study, or studies, of the place of the fraternity as an educational enterprise in our American higher educational scene. We urge that steps be taken to bring the National Interfraternity Conference, NASPA and the American Council on Education into a joint venture for the planning, financing and conducting of such a program of studies.

7) Upon the matter of the continuing re-examination of membership policies and practices in student organizations, we have prepared the following statement, included as a part of this report, and have submitted it to the resolutions committee for their consideration and inclusion in a more general statement which would include the specific emphasis herein contained. This is the statement:

"We reaffirm the traditional partnership of the fraternity and the collegiate institutions in the educational process. We recognize that this relationship should be and will be under continuous reevaluation as each seeks to make its maximum contribution to the solution of the educational crisis

which faces us all. We hope that the NIC will avoid taking formal positions which bring the fraternity movement into conflict with university administrations, as their mutual relationship develops. National fraternities and university authorities need to review the membership policies and practices of student organizations in the light of local situations. Ultimatums from national groups by their nature destroy the atmosphere of mutual trust and concern within which these considerations can best take place."

We recommend to the incoming executive committee the continuation of this committee to implement the above concerns. This report is respectfully submitted by the committee.

PRESIDENT STIBBS: Thank you, Glen.

... The motion was duly seconded ...

PRESIDENT STIBBS: Is there any comment or question? If not, the report is accepted.

We turn now to the Committee on Residence Hall Administration, and the chairman will please come to the platform. Dean Don Mallett of Purdue.

DEAN MALLET (Chairman, Committee on Residence Hall Administration): Thank you, President Stibbs. I should like to say first of all that the report you just heard from Dean Nygreen marks, I think, a new step in relationships between NIC and NASPA. I believe Fred Turner will agree with me in that respect.

I can assure you, as a body, that the recommendations and thinking of this group go back to NIC and I would like to report, not as chairman of this committee I am up here for, but as educational adviser to NIC, that I think we can expect in the next two, three or four years, some different approaches, solutions to our fraternity problems, and greater help than we have had in the past from NIC. I may be overly optimistic, but I think it is in the picture.

The Committee on Residence Hall Administration has been made up of Dean Robert E. Bates of Colorado Agricultural and Mechanical College, Dean John F. Quinn of the University of Rhode Island, and your reporter.

At the New Orleans meeting of the Executive Committee,

there was considerable discussion given to the problem which seems to be widespread across the country, the problem of finding administrative people in the residence hall programs. There is no problem to find individuals who are trained in counseling, who are trained in guidance techniques and that type of thing.

Our committee has felt that during the next eight to ten years the number of dormitories and residence halls which will be built on American college and university campuses will run into very large figures. Every time a new dormitory or residence hall goes up a new administrator must be found. We felt that it is part of the concern of NASPA to work out a program which will give us a supply of men who are trained in administrative as well as counseling techniques.

To that end the executive committee asked the subcommittee which I have mentioned to give some consideration and some thought. With that in mind we have four points we would like to lay before the group for your consideration in the next year.

First of all, we would recommend that in those institutions which are set up to handle it a graduate program be worked out which would include studies in dormitory administration and operation. That would involve areas of dormitory cost, dormitory maintenance, etc.

It is our feeling that this can best be approached through an apprenticeship type of training in a dormitory situation.

Along with that is our second recommendation. We feel that it is important that the present training going on for dormitory people in the field of counseling and guidance and personnel techniques should be continued. In other words, what we have in mind in the first two recommendations is combining of our present program of training which our dormitory people are getting, with a program where they would get some experience in learning dormitory administration.

Thirdly, we would recommend that a joint study committee be appointed, this committee to represent NASPA and the National Organization of Housing Administrators.

Last, I think the subcommittee is correct that a number of our members do attend the housing administrator's conference and we would recommend that those gentlemen going to the

conference in Iowa this year would be delegated to report back to this convention next year what is happening in the dormitory field, in the residence hall field, in terms of administration and operation.

This report is respectfully submitted by the committee. I move the acceptance of the report.

... The motion was duly seconded ...

PRESIDENT STIBBS: Is there any comment or addition? If not, it is accepted.

Dean Mallett would like to make some announcements at this time.

... Conference announcements ...

PRESIDENT STIBBS: Thank you, Don. Will Dean Winbigler please come to the platform?

We now call upon the special committee which was set up after the New Orleans meeting last October to study the finances of the Association, the Committee on Institutional Dues and Fees. The report will be made by the chairman, Dean Don Winbigler of Stanford University.

DEAN DONALD H. WINBIGLER (Chairman, Committee on Institutional Dues and Fees): President Jack, the problem tossed to this committee, whose members you will find named on your program, was a simple one. We are having trouble living within our income.

Your committee feels admirably qualified to deal with this problem, in view of our intimate personal experience with the same problem. By the same token we expect a sympathetic hearing from you of our recommendations.

A rather detailed analysis has been made of the incoming expenditures of the Association over the past four years, and we have reached the following conclusions:

First, the only item that by any stretch of the imagination might be considered an expensive item in our budget has to do with the preparation and distribution of the annual Proceedings. This, we agreed, should be continued on generally the same basis as we have been doing it, and therefore do not believe that any major savings can be effected.

Secondly, all other expenses of the Association are modest, to say the least. The expenditures for the convention, the annual convention have been held to an absolute minimum, and the other expenses of carrying on the affairs of the Association have been held to a very low point. [Remarks off the record]

Thirdly, the operating capital of the Association is really too small. On several occasions it has been necessary for us to borrow, and when I say "us" that means the Secretary-Treasurer. It is not very flattering to the dignity of the Association that we have to borrow in advance of the receipt of dues in order to carry on our affairs.

Fourth, there is a general increase, a gradual increase in membership which provides an increase in dues. This has been running at the rate of approximately 15 new members per year.

Fifth, the Association's need for additional income is greater than the anticipated increase in income from the increase in membership.

For these reasons, the committee and the executive committee have had under consideration a number of possibilities for increasing our income. I will not detail all of them, but give you the results of their deliberations and recommendations. The specific recommendation is that effective for this coming year the dues be raised: That the annual institutional dues be raised to \$20.00 per year from the present \$15 and that the convention fees be raised from the present fee of \$4.00 for members and \$5.00 for non-members to the following: \$5.00 for representatives of member institutions; \$7.50 for representatives of non-member institutions; \$1.00 per day, or \$2.00 for the Conference for bona fide graduate students, and no fee for members of the host institution other than members of the regular student personnel staff who normally participate in the affairs of the Association.

Mr. President, I move the adoption of this report specifically, let me repeat, effective with the coming year, to raise the annual institutional dues of the Association to \$20.00 per year and to change the convention fees to the following: \$5.00 for each representative of the member institutions; \$7.50 for each representative of a non-member institution; \$1.00 per day, or \$2.00 for the Conference, for bona fide graduate students; and no fee for members of the host institution other than regular members of the student personnel staff who normally participate in the affairs of the Association.

PRESIDENT STIBBS: Thank you, Don. Is there a second?

DEAN KNOX: I second the motion.

PRESIDENT STIBBS: The motion is seconded. I should observe at this time that Don has reported to the executive committee and this recommendation carries the unanimous support of the executive committee of the Association. Are there any other comments or questions? If not, all those in favor of the report please say "aye." Contrary "no." The report is unanimously carried.

We now come to the Committee on Resolutions, and we ask Dean James Allen of Texas Tech to make the report for the committee. Jim.

DEAN JAMES G. ALLEN (Chairman, Committee on Resolutions): Mr. President, the Committee on Resolutions is:

Dean Cornelius B. Boocock, Rutgers University
 Dean Arch B. Conklin, Bowling Green State University
 Director Geary Eppley, University of Maryland
 Dean Lyle D. Leach, University of California (Davis)
 Dean E. E. Stafford, University of Illinois
 Dean Harold Stewart, Wayne University
 Dean Victor T. Trusler, Kansas State Teachers College (Emporia)

The Committee on Resolutions would like to submit seven resolutions for the consideration of the Association.

Resolution No. 1

RESOLVED: That our Association pay tribute to the memory of our friends and co-workers:

Fraser Metzger
 Cyril F. Richards
 Paul R. Yarck
 Dean Newhouse

whose untimely deaths since our last meeting have bereft our organization and have brought sadness to our hearts; and that we pay this tribute by standing now together for a moment of silence in their memory.

... The assembly arose and stood in silent tribute for one minute, to the memory of these departed brothers ...

DEAN ALLEN: Resolution No. 2:

RESOLVED: That the Association express formally its appreciation for the faithful work of the officers, the Executive Committee, and the staff of the Association; and for the contribution of the Commissions of the Association, which have resulted in a satisfying and inspiring meeting.

Resolution No. 3

RESOLVED: That the Association express its sincere appreciation for the friendly welcome and generous hospitality of President Frederick L. Hovde, the administration, and staff of Purdue University, hosts of this Conference. The Association would further recognize in particular the inspiring music of the Purdue Glee Club and other student musicians.

Resolution No. 4

RESOLVED: That the Association express its thanks to the guest speakers at this conference:

Howard Mumford Jones
Dana Farnsworth
Clarence Scheps
James M. Davis
Robert B. Stewart
Victor F. Spathelf
George E. David

and that we recognize in writing to them their valuable contribution to our program.

Resolution No. 5

RESOLVED: That the Association express its appreciation for the report made on the program of the United States National Students Association by its president; and that the Association affirm its continuing interest in this program.

Resolution No. 6

RESOLVED: That in the light of the immediate and continuing housing shortage due to increased enrollments, our Association urge the Federal Government to continue federal loans for college and university housing.

Resolution No. 7

RESOLVED: That our Association recognize the right and responsibility of institutions of higher education to interpret those local conditions bearing on the healthy existence of student organizations; and that we urge national organizations mutually interested in such groups to give full consideration to this principle in the establishment of national policies.

Mr. President, that is our committee report. I move that all seven of these resolutions be adopted.

... The motion was duly seconded ...

PRESIDENT STIBBS: Is there any objection to voting on all resolutions at the same time? Any question? If not, all in favor of adopting these resolutions please say "aye." Contrary "no." They are adopted.

We are fast approaching the end of our business session. Fred, is there any other business at this time?

SECRETARY TURNER: No, I have no further business.

PRESIDENT STIBBS: Any announcements to make?

SECRETARY TURNER: No. I think you ought to tell them what an awful time Dana had getting here.

PRESIDENT STIBBS: That is right. Dana worked awfully hard around the Chicago airport for six or seven hours to try to get out, and finally did around midnight last night. We certainly appreciate his great effort to be with us.

Any other announcements from the executive committee or from the floor? If not, we stand adjourned until the luncheon at twelve-fifteen.

... The Conference recessed at ten-fifty o'clock ...

WEDNESDAY LUNCHEON SESSION

April 20, 1955

The Conference reconvened at twelve-twenty o'clock, President Stibbs presiding.

PRESIDENT STIBBS: We meet together for the sixth and final session of our Conference, and I should like to call on Dean Bosworth of Oberlin to give the invocation.

DEAN E. F. BOSWORTH (Dean of Men, Oberlin College): Our Heavenly Father, Creator and Sustainer of all life, Thou who hast a great overall plan for the universe, a plan with a place in it for each of us, our hearts and minds are filled with gratitude for the good things that come constantly from Thine hand, life and health and opportunity and inspiration.

We would dedicate ourselves to partnership with Thee and would ask for strength and wisdom to do well the task allotted to us day by day and year by year. May we be worthy of Thy approving love. Let Thy blessing rest upon us, we pray, in Jesus' name. Amen.

... Luncheon was then served ...

PRESIDENT STIBBS: Ladies and Gentlemen, if we may have your attention, we will begin this portion of our program at this time, due to the fact that many people are in a hurry to catch trains and so forth, and Dr. Farnsworth has agreed to begin now, so if you are not quite finished eating, you may continue with your dessert and we will go on with our program.

There are a few distinguished guests from the University of Purdue present this afternoon. I would like to ask Dr. S. J. Miller to please stand so we can see him. He is director of the Purdue Health Service. (Applause as he arose) It is a pleasure to have you with us, Dr. Miller.

It is now my pleasure to make the presentation which was announced at yesterday's meeting, the presentation of the merit citation of the year. I would like to ask Dean Hurford Stone to step forward, if you will please, Hurford. (Applause as Dean Stone came to the platform)

Hurford, it is my pleasure to present you with the Merit Citation of the year, with the affection and the admiration of the members of our organization.

DEAN STONE: All I can say is that I will have to work very, very hard now to be able to live up to this, because I had the privilege of reading it just this morning. Thank you, fellows, and thank you, Jack. (Applause)

PRESIDENT STIBBS: Appropriately, the citation was drawn up by a Purdue University student.

I now wish to invite John Hocutt, the President-Elect of the Association to take the Chair and introduce our guest speaker. John Hocutt. (Applause)

PRESIDENT-ELECT HOCUTT: President Stibbs, Ladies and Gentlemen: Before beginning this introduction I would like to make one very brief request, and that is that those of you who have ideas for a theme for a program in '56, I assure you that your officers and executive committee will welcome your ideas. You know who we are, so please write to us.

There is no spot on this program that could afford me more personal pleasure than the assignment which Jack Stibbs gave me to introduce Dana Farnsworth who is our luncheon speaker today. This does not mean that I think I am best qualified to do a "professional" job -- but then this is unnecessary because Dana Farnsworth is well known to a majority of the NASPA membership. Many of you remember the fine panel on "Discussion of Relations Between the Dean and the College Psychiatrist" on which Dana served at our Colorado Springs meeting in 1952.

To make this introduction "official" I must give a few biographical facts about our speaker. A native of West Virginia, Dr. Farnsworth did his undergraduate work at West Virginia University where he received the A.B. in 1927 and the B.S. degree in 1931. He studied medicine at Harvard, completing the M.D. there in 1935. His basic medical training is in internal medicine; his speciality is psychiatry.

Dr. Farnsworth was Assistant Medical Director and later Director of the Health Service at Williams College during the period 1935-1946. He moved to M.I.T. in 1946 and was medical director there until last summer when he was appointed Director of University Health Services and Henry K. Oliver Professor of Hygiene at Harvard University. While at M.I.T., Dr. Farnsworth developed a program in student health which, to quote the Journal Lancet, "gained nationwide acclaim."

Recently, I had occasion to talk briefly with President

Killian of M.I.T. President Killian, in acknowledging the great work Dana had accomplished at his institution, remarked that M.I.T. reached a point with its excellent, smoothly functioning health service where it could not compete with the great challenge offered at Harvard where Dana will have the opportunity to build another first-rate program in student health.

Ex-high school teacher of chemistry and physics and ex-Naval Medical Officer (he served as a Commander during World War II and for a time was a medical officer aboard the hospital ship Solace in the South Pacific), Dana is also an ex-Dean of Students. Following the tragic death of Everett More Baker, Dana served as M.I.T.'s Dean of Students, as well as Medical Director, while a search was made for a new dean later culminating in the appointment of Frank Bowditch to this post.

Dr. Farnsworth rendered a most significant service to college health programs throughout the country as Chairman of the Fourth National Conference on Health in Colleges held last May. He is a past president of the American College Health Association, a diplomate of the American Board of Psychiatry and Neurology, and a fellow of the American Psychiatric Association.

Dr. Farnsworth is a distinguished lecturer and author. While I try to read most of his writings, I find to my chagrin that he can and does produce two or three times what I can find time to read.

I should like to tell you very briefly of an experience we had at the University of Delaware which illustrates Dana Farnsworth's remarkable ability. In February 1953 we were able to persuade Dana to come to the University of Delaware campus to help us with what seemed to be an almost hopeless student health situation. I shall not go into detail, but I can make my point by telling you that in three days on our campus, Dana expertly diagnosed our chronic and acute ailments and prescribed a cure. Six months later the University of Delaware had a new health service staff, a doubled budget for operations, and an astonishing change from poor to excellent in student and faculty regard for the student health program. We became "student health conscious" almost overnight. Further, funds have been raised to build a new student health center for which plans are now being drawn. You can be certain Dana will be one of our most honored guests when this new building is dedicated in the fall of 1956.

I read in one of the newspaper columns yesterday the comment that psychiatry has become the big rival of Texas in the

joke derby, and since I am told that no psychiatrist is ever introduced without telling a story about psychiatrists, I decided I had to provide one on this occasion. I could find none better than one I heard Dana tell about a year ago. A psychiatrist was seeing a lady patient who, it seemed, could not stop talking. Finally, the psychiatrist, in his concern about the time, explained to the lady patient that he would have to end the session because he had an appointment with his own psychiatrist who would begin without him if he was not on time. (Laughter)

Dr. Farnsworth will speak on the subject, "Emotions and the Curriculum." Dr. Farnsworth. (Applause)

DR. DANA L. FARNSWORTH, M.D. (Director of University Health Services, Harvard University): President Stibbs, President Hocutt, Ladies and Gentlemen: It is kind of good for your morale to get away from home once in a while. Not so long ago I was being introduced by a friend of mine and he said, "I am sure if he has anything to say you will find it interesting." (Laughter) It is like the girl who was introducing Mr. Pusey when we first came to Harvard, and she had a very flowery introduction and wound it up by saying, "I am sure you are all more anxious to hear Mr. Pusey than I am." (Laughter)

I do not feel like a stranger with NASPA. I feel like a regular member, for some reason or other, because we work back and forth with so many of you. So the great difficulty I had getting here yesterday, and having had such good views of the fog over New York City, Chicago and Lafayette does not dim my pleasure in being here, especially after a good night's sleep.

I sometimes hesitate to appear before a group like this, more or less in the role of an expert, because I think it might conform to the definition of an expert as a man who explains a simple thing in a confusing way and in such a manner as to make you feel that the confusion is your own fault. (Laughter)

Of course, one might try to keep confusion in a field like this to a minimum, as was apparently tried in a situation in which a man picked up a package carefully wrapped and with a prominent label, "Be sure to carry this package bottomside up." He turned it over with some apprehension and concern, and there in an equally legible sign was "In order to avoid confusion, the bottomside of this package has been labeled the top." (Laughter)

But there are still other ways of misinterpreting what goes on, as happened once in an instance where a woman went to a

psychiatrist and she was very much concerned because of the illness of her husband the the symptom that he exhibited was a delusion that he was a refrigerator. Well, that was a slightly unusual symptom, so the psychiatrist discussed the matter with her for nearly an hour, and he found that the man went to church regularly; he treated the children well. He was a good provider. He had a reasonably good sense of humor. So he suggested that since this is probably based on some rather deepseated psychodynamics, probably the best thing to do was to leave it alone. So he suggested to the woman that she do just that. She said, "I can't do that." "Well, why not?" "Well, he sleeps with his mouth open, and the light keeps me awake." (Laughter)

So in dealing with subjects like this you have to be awfully careful not to take things too literally. (Laughter)

Now just a few comments that I would like to make in a general way for a start, in a slightly different vein.

This organization, along with 45 others, was instrumental in helping us put on the fourth national conference on health in colleges in New York last year. Several of you were there, and notably your President-Elect, and your President, and they contributed mightily, particularly John Hocutt's chairmanship of the committee on the Dean in the Health Service -- and his associates wrote one of the best reports that we have.

Now I am happy to say that the proceedings of that conference are in press now. We had hoped to get them in time for the American College Health Association meeting next Wednesday at Colorado Springs, where I first met most of you, but we are going to have to be about a week late. These proceedings are going to be in a volume approximately 225 pages, and they have certainly a great deal of material which I hope will be of interest to you. I have a very strong personal hope that they will be of interest to you because we had no money to get these printed, and so after we send your secretary the official copy, which he will get, and send the other 46 organizations their copies, plus the 520 registrants their copy, which are due, then the American College Health Association and I will pick up the tab from there on. So if you see any undue enthusiasm in selling these volumes, well you can see the selfish interest.

However, that is really not important. The important thing is that we do want to get across to as many colleges and universities as possible some of the new dimensions in student health.

Incidentally, Mrs. Ethel Ginsburg, who wrote the book, "Public Health is People," is writing a volume derived from the conference proceedings, which will be ready in August, or thereabouts, and it too will be distributed through the same channels as the proceedings themselves. The two volumes, I think, will make up a pretty good appendix of current practices and problems in this field.

Then I had hoped that I might say to those of you who have psychiatrists on your staff, that in Atlantic City we are going to have a round table in connection with the American Psychiatric Association on new directions in college mental health. We are going to have reports there on the important work that is going on made by psychiatrists from the University of Nebraska, from the State Public Health Department in Oklahoma, from the University of Chicago, from Yale University, and from M.I.T. We think that it may draw on some of the findings in the fourth conference and expand on some of them.

This leads me quite naturally to one little dram that I have, and that is improving the inter-relationships between NASPA and the American College Health Association, which does lean on your organization a lot more than you realize it does, and the Committee on Academic Education of the American Psychiatric Association, and the group for advancement of psychiatry. This is all a neat little inter-corporate relationship here with these organizations, but in the next three or four years particularly, I think we can do a good deal to further the ideas that are developed in one organization by working them out through the other, in so far as they concern matters which I will be discussing in a short time.

Now, this whole problem that I am supposed to talk about is one which I feel a certain degree of urgency about.

Emotional Maturity Through Indirect Education

Our present day society is sorely beset by all kinds of stresses and strains. We go from one crisis to another. Our agencies of communication try to stir us to some kind of dramatic action, good or bad, sometimes by the intent of some individual, at other times by a combination of forces unforeseen by any one. Well meaning persons try to develop inner power and peace of mind in us; others try to lead us back by spectacular methods to a highly dramatic type of Billy Sunday religion exported at the moment. (Laughter) Demagogues strive to confuse, then shape our thinking, to help them achieve their own confused and ill-defined goals. Running through nearly all these efforts and

programs to influence people is a varying thread of good intent, sometimes not clearly visible through the methods of hatred and deception that accompany them, but nevertheless still there.

How is the anxiety engendered by all these opposing and interacting forces to be kept under sufficient control or kept down to a sufficiently low level to enable us to carry on our work with effectiveness and a certain measure of satisfaction? Some anxiety and dissatisfaction is essential to ambition, progress, and later satisfaction, and hence is essentially constructive. Too much of these qualities results in neurotic conflict, resulting in lack of effectiveness or in explosive chaotic behavior which is destructive. How is that degree of emotional maturity to be attained which will enable our people to see things realistically, to face hardship and disaster, to survive material prosperity, and to enable them to live in a crowded world without destroying each other?

Certainly the answer is not going to come from techniques involving escape from freedom. History is only too crowded with accounts of dictators who have pretended to be agents of destiny, promising to lead their people to some kind of a promised land. Likewise it does not appear probable that the solution is to be found in one nation or group of nations taking advantage of or destroying all those disagreeing with them. This, too, has been tried only too often. Nor is the development of a superior type of man, whether of race or of social and intellectual aristocracy, likely to be any more satisfactory in the future than it has been in the past. The world has now become so small and so interdependent, one group with another, thanks to the airplane and to nuclear weapons, that no one of us is safe until all of us are safe. The answer must, therefore, be sought by some devices other than dictatorship, subjugation, or destruction.

Education has long been the hope of vast numbers of people as a solution to our most urgent problems. If only we could have more of it, both in specific individuals and spread broadly through entire populations, then right would triumph. In this assumption there is clearly implicit the idea that knowledge and intellectual power are synonymous, at least in part, with virtue and self-control. Attractive as this theory is, it comes up sharply against the tragic fact that some of our best educated nations, using education in the narrow sense of intellectual power, have been the most destructive and lacking in humanity of which history has any record.

Even if we concede that education has been a failure up to this time in the achievement of self control, both individual and national, that is not to say that the failure would not have been even more tragic than it has been were it not for education. Perhaps a better answer might be derived, not by discarding education, and institutions of higher learning too, as some extremists seem to desire, but by redefining its meaning and scope.

I might add there, that one of the representatives of our great and general court, who has repeatedly bragged that he is out to get Harvard, stated this past week in connection with the state Supreme Court's ruling that a certain bill that he and his colleagues have put into the state legislature to do away with tax exemption for those colleges that did not fire communists and communist sympathasizers, when it was ruled this was unconstitutional, he said, "Those are bums and traitors on the Supreme Court." He said, "That is what democracy has to put up with.

By keeping its desirable features and broadening and deepening its meaning, and spurred on by the tragic sense of urgency which we all now share, we might be within reach of the age-old dream of a peaceful world.

My thesis is that education should include more than knowledge and intellectual power. Education and educators should acknowledge that skill in handling emotional conflicts and tensions and the training of character are just as important as traditional subject matter. Furthermore, the adoption of this concept should serve in the long run to raise standards of accomplishment in the purely intellectual pursuits, not lower or dilute them.

President Dickey of Dartmouth stated in his recent Atlantic Monthly article, "To create the power of competence without creating a corresponding sense of moral direction to guide the use of that power is bad education. M.I.T.'s President Killian in a recent commencement address put it even more bluntly when he said, "Knowledge without virtue is dangerous."

In this attempt to include the understanding of the emotions as a part of the educational process itself we are introducing something almost revolutionary and at the same time bringing up a problem which man has been trying to solve for centuries. Of course, educated man has always striven for emotional maturity. The Bible and other religious books, famous

works of literature, and masterpieces of art and music, all attest in one way or another man's struggle to achieve harmony from disharmony, strength from weakness, beauty from ugliness, order from chaos. The revolutionary part arises from the fact that sufficient information about the nature and role of the emotions has been developed in the last century to upset many of our traditional practices and ways of thinking. Our defense thus far, with some encouraging exceptions, has been to pretend that the whole problem does not exist, that somehow or other unconscious wishes and strivings can be ignored or denied, or if admitted at all, that they are immoral. Knowledge of self, always a prime desideratum, now becomes a more complicated process than it once was, but an even more urgent one.

I should like to state at this time that I do not consider emotional maturity as something separate and distinct from intellectual maturity. Both qualities are fused in the mature person, and only the disparity between the two components permits a separate use of the term in this essay. Charles Curtis was hinting at one of the qualities of a mature person when he referred to "some talent which the expert in a special field lacks when he talks nonsense outside of it and which enables the man who is not a specialist, and knows he's not, to make sense about what he knows little about."¹ (Laughter) That is just what a dean has to do. (Laughter)

The emotionally mature person is one who respects people and life, even in the face of behavior and events which sorely try his patience. He has achieved that maturity by working through and discarding stages of thought, feeling and behavior that were appropriate or at least expected, at younger stages, but are no longer so. He thus becomes less likely to return to childish behavior when under stress. He is largely other-person-centered in his basic attitudes, getting his pleasure in large part from serving others and in their subsequent esteem.

In the case of the teacher, this subsequent esteem is long delayed and that is the unfortunate part.

He gives more than he receives, redressing the balance of his earlier years when he had to receive more than he gave. He is parental or creative in his dealings with others, seeing or looking for possibilities of growth or betterment in them. He can both give and receive love and affection. That is the crucial problem, of course, in psychiatric treatment. He is not ashamed of his emotions, trying to direct or control their

¹Curtis, C. P., It's Your Law, Harvard University Press, Cambridge, 1954, p. 38.

expression in action rather than denying their existence. He is able to work without being inhibited by emotional tensions and can meet stresses without disabling bodily symptoms or disintegration of behavior. He does not base his actions on wishful thinking. He does not make those sick who work or live with him. A recent conference on stress ended up with the theme in retrospect seeming to have been, "Why do some men get ulcers, and others cause them?" (Laughter) He accepts sexuality as something akin to all those forces and influences which make life meaningful, and, therefore, does not have to exaggerate it constantly. A sense of humor permeates all his activities.

My present colleague, Dr. Buttrick, says that a sense of humor a saint should possess is the kind that the man on the street car has when it is pretty crowded and a little wavy, and he says to his neighbor, "Madam, that is my nose you are blowing." (Laughter)

A sense of humor permeates all his activities, along with a sense of humility and a willingness to admit of something bigger than man can comprehend. He has a philosophy to cope with frustration and defeat, such as Churchill exhibited when he said after a peculiarly damaging series of air raids on London, "Let us ... brace ourselves to our duties, and so bear ourselves ... that, if the British Empire and its commonwealth last for a thousand years, men will still say, 'This was their finest hour.'" Or as Albert Schweitzer says, "Anyone who proposes to do good must not expect people to roll stones out of his way, but must accept his lot calmly if they even roll a few more upon it."¹

No individual ever succeeds in achieving this desirable state any more than he becomes completely educated or attains perfection in any area of endeavor. It remains an ideal toward which he may strive. He can only try again when he fails to live up to the expectations of himself and others.

So far as education is concerned the difficult problem of imparting facility in this field is that for the most part it must be done indirectly. A person may know all about the structure of the personality, how it is developed, how it disintegrates, how people tend to relate to one another, and yet be unable to handle himself effectively in times of stress. He may behave just as if he did not have the theoretical knowledge. Yet this is not to say that the knowledge is not desirable or even

¹ Schweitzer, A. Out of My Life and Thought, Henry Holt & Company, 1949, p. 112.

necessary. It does mean that learning to conduct one's self with credit, satisfaction, and effectiveness is enormously complicated and that exposure to and identification with persons who are emotionally mature is probably the most effective educational device we have. It puts as much emphasis on what the teacher is as it does on what he knows.

In the next two decades we must of necessity adjust ourselves to a way of living the like of which we have never previously experienced. The "population glacier," as Alan Gregg has described it, is bearing down upon us, now edging its way along through seventh grade class-rooms. We have three births for every death in this country. Each year we have a population increase approximately equal in number to all the people who live in Boston and all its surrounding cities and towns, from Salem to Concord to Wellesley to Quincy. Last year we had more than 4,000,000 births, an average of nearly 11,000 a day. And we have only about 3,500 deaths a day, so that the increment is going up terrifically.

We need a third of a million more classrooms than we now have in our elementary schools. By 1970 we will probably face the necessity of providing a college education for 5,000,000 persons, twice as many as now. Some people think it is going to be higher than that. We need more engineers, more doctors, more teachers, more social workers, more chemists, more psychiatrists, in fact more men and women of high quality in almost all fields. That there is always room at the top was never more true than now, even though the top will be shared by more people than in the past.

In reflecting on all these changes there is a discordant note. Are we developing a group of citizens that can cope with the delicate decisions, the balance, the doubts, the weighing of issues and resulting compromise that such pressures require? Do we have enough people who are first rate, persons who can think before acting, who have had exposure to the variety of experiences that encourage stability? Is our scientific and technological civilization so complex and so delicate that it is outrunning our own intellectual abilities to keep it going? In such a society the persons with harmful intent may have their capabilities for inflicting damage multiplied many fold.

The recent series of articles in Harper's by Peter Drucker I recommend to you, because he is now showing evidence to indicate that although our population is going up, our effective population in the next 10 or 15 years is not going up. We are

going to be in a stage of acute shortage of those people who are so necessary to keep this delicate balance that a democracy such as ours, and a technological society such as ours requires.

The charlatan, the demagogue, and the opportunist cannot survive being recognized and understood, but who is to understand them and how many understanding people must there be in a community to neutralize their effectiveness? No matter how these questions are answered, we need more of such people and will need more as our society becomes increasingly complex and still more dependent on its artificial controls over nature's hazards.

Learning is a complicated process, but its chief instrument is identification. If only the examples set before the learner were always desirable, teachers would not have such a difficult task and psychiatrists would probably have little to do or might not even exist. The healthy young child is always curious, that is he likes to learn, and he is always trying new things, meaning that he is a natural research worker. He dearly loves to share his results with others, just as the older research worker likes to publish his work. Unlike the older person, he is apt to report his findings with a considerable degree of candor, sometimes being disarmingly frank. As one brother and sister, aged 6 and 8, said of their parents, after discussing their qualities, "Papa knows more but Mama knows better." (Laughter)

Somewhere in the educational process in most schools and colleges we manage to stifle innate curiosity, equate learning with unpleasantness and convey the idea that many emotions are undesirable, rather than the more realistic interpretation that their expression should be guided by thought and consideration for others.

The conventional teachings of the home, the school and the church frequently come into more or less direct conflict with other pervasive influences exerted without due regard for the effect on developing minds. In such situations the direct teaching all too often comes off second best. In the family the young child reacts quickly and frequently disastrously to friction between his parents. He cannot give love and affection wholeheartedly to one without risking the loss of it from the other and so ends up being over-protective about his feelings. This reticence may appear at a later date in the form of relative inability to achieve meaningful relationships with anyone. The trouble you have with people are with the isolated ones,

the ones who do not form meaningful relationships with a sufficient number of people.

If his behavior -- that is the child -- is controlled by threats and punishment, rather than by discipline and measures involving positive trust, any anxiety over the disagreements which he senses between his parents is heightened. Inconsistency in maintaining discipline or administering punishment only adds to the undesirable possibilities. Some parents use bribery, persuasion, threats and permissiveness by turns, giving rise to so much confusion in the mind of the child that he does not know where he stands. In some families there is so much emphasis on excessive politeness, or consideration for one member of the family, that the child is prevented from working out his feelings and so proceeding to the mastery of them. As Emily Dickinson said with such poetic feeling, "When Father is asleep on the couch the house is full." Now, with Emily Dickinson the result was fine, because we had a lot of nice poetry, but in most families that had as many difficulties we would merely have had another juvenile delinquent. In some families superficial quietness and harmony may be achieved at the expense of a rather deep inner frustration and inner insecurity.

Teaching in the name of religion which indicates that one and only one church, or one religion, has the answer to the problems of human spiritual fulfillment leads to questioning and later disillusionment when the child finds that numerous religious groups, divergent in characteristics, make the same claims. He may then either turn against his religious teachings or become fanatic in their defense, neither course being entirely satisfying to him. Those who believe quite sincerely that a religion must be militant fail to realize how often an intolerant religion carries with it the seeds of prejudice and hatred, resulting ultimately in the weakening or destruction of the ideals of human brotherhood. Again quoting Dr. Buttrick, he says, "Religious persecution is religion in a hurry." He says, "Communism is the state in a hurry, making a detour through the slaughter house." One does not have to agree with another person, or approve his actions, in order to respect him. Although the idea that we are responsible in some measure to all other human beings was prevalent in Chinese thinking of 2500 years ago, expressed in the writings of the Hebrew prophets of the eighth century B.C., and is an integral part of Christian ethics,¹

¹Schweitzer, A., The Problem of Ethics in the Evolution of Human Thought in To Albert Schweitzer on his 80th Birthday, H. A. Jack, Ed., Evanston, Ill., 1955, p. 126

modern political thinking often seems to reject the concept. One has only to read the letter to the editor column of our newspapers and observe hate groups in action to see how great is the number of people in our country who feel that only persons like themselves have the right to be happy. The child who shares attitudes of thoughtfulness and consideration for others with his parents is not a good subject for the indoctrination of prejudice and discrimination.

In the home, as elsewhere, if attention is focused on what the child does right, and encouragement is given for positive accomplishment rather than punishment for what is done wrong or incompletely, the child's personality has the optimum opportunity to grow, and confidence is developed. The ego is weak in its formative years and needs much support. Animal trainers recognize that the use of excessive punishment inhibits learning, while discipline in the form of rewards for success and withholding recognition for lack of effort encourage learning. There are many similarities in the development of gentle and constructive traits in animals and in our own personality formation which we could well study and in some instances emulate.

In our schools and colleges attitudes and practices which have a negative effect on learning are more prevalent than is apparent at first glance. Your concern over the fraternity problem gives weight, more than you say in words. If the school's activities are insufficiently planned and the child feels that he is doing work designed just to keep him busy, he will gradually gain the idea that school work is not very important anyhow. All too often learning is portrayed as something which must be unpleasant if it is to be effective. The use of academic work as punishment, whether it be in the form of staying after school to study or putting the college student on "no cuts," suggests in a subtle way that the greatest privilege of a school or college is not to have to go to class. Inconsistency in the application of discipline, playing favorites by the teacher, and excessive emphasis on grades, athletic sports, or other forms of competitiveness all tend to distract attention from the main business of learning.

If we accept Sir Richard Livingstone's idea¹ that the way to make a person critical is to expose him to the first rate

¹Livingstone, R., Education and the Spirit of the Age, Oxford University Press, 1952, p. 101.

until the inferior ceases to attract, how much of a chance do most of our children have to develop an appreciation of the best things our society affords? The pressures in a community toward mediocrity make it very difficult for the inspired and capable teacher to show enthusiasm for learning, to try out new ideas, to present the best in literature, art, music, and other subjects to his pupils. Our schools have many loyal and effective supporters in every community, but they also have a few self-appointed and noisy critics who exert a negative influence far beyond their numerical strength, critics who want to return to some era of the past, who fear and distrust the future, and who have little confidence in their fellow human beings. One of these groups is what I call "The Professional Haters of Schools of Education." You can name your own because each community has a few.

Good teaching requires courage, and the pupil who sees the teacher in the process of acquiring learning and sharing it with his students is heartened to learn how to think and to make use of knowledge even when some of the ideas learned are not completely accepted by all members of the community. I am very curious to read the editorial in one of the slick magazines, I am not sure which one. I just saw the headline on the way down here yesterday, in between times. It said, "Does Education make our people more tolerant toward Reds?" -- the inference being very strong. But I do not know whether that is the tone of the editorial or not. Some of you will have read it, and I hope you all will sooner or later.

It is not until we turn our attention to community customs that we really become discouraged or chagrined at the manner in which indirect education checkmates the direct teachings of the home, the school, and the church. Here we may observe hundreds of influences which negate those qualities that are desirable for successful and meaningful living. The old cynical statement, "Don't do as I do, do as I say," illustrates in some measure the confusion a child must experience as he tries to pick his way through to a choice of the various types of thought and behavior which he may emulate.

Let us look at a few examples. If one were to judge the degree of kindness and understanding which he would receive in some hospitals or other similar institution by the manner in which he is treated by some of the attendants, he would turn away with fear and aversion. If department stores have found that rudeness is not an effective means of crowd control, perhaps our institutions who do not have specific objects for

immediate sale may also find that kindness will pay off in terms of good will, and many of them are doing so. As Eric Hoffer has so accurately said, "Rudeness is the weak person's imitation of strength."

We still have the principle accepted by many that rudeness or crudities on the radio or television are permissible providing they will help one to remember the name of a certain firm or product. Until this practice is rejected in terms of refusal to buy products that are advertised offensively, we will continue to suffer these offenses against good taste. It is most encouraging and refreshing to observe the success of a few radio stations that have dared to practice thoughtfulness and consideration on behalf of their listeners.

The use of unrealistic parking signs and speed limits in effect tell the developing young man or woman that words have no meaning. The other day I looked for fifteen minutes for a parking space on Beacon Hill, and finally found one. All the streets are lined with "No Parking At Any Time" signs, but if I were not aware that the signs have no meaning, what kind of an interpretation could I put on it?

Again, it is encouraging to see what an informed and intelligent safety program can accomplish in the way of reducing traffic accidents when the population becomes aware that signs say what they mean and that the enforcing officials mean what they say.

I like to think of public morality as an extension of many private moralities. Every so often a man achieves distinction in politics because he cuts through and across tangled political issues by acting on them honestly and courageously. We are fortunate in having a goodly number of them now in our local, state and national governments. We are not so fortunate, however, in our ability to detect the unscrupulous and register disapproval. Our young students must be quite puzzled at the bland way in which we tolerate improper behavior in public places because "that is politics." Decent behavior should be supported and encouraged by people who believe in high standards of conduct with the same fervor and enthusiasm as those people are supported who have motives other than honorable. We have only ourselves to blame when fanaticism triumphs over reason, and when that occurs the remedy lies at hand in the development of better attitudes and standards right in our own communities.

The tendency to project one's own shortcomings on to others is ever present, and in times of social stress it becomes

operative in community affairs just as it does in personal dealings in times of emotional stress. Scapegoating has a long but not honorable history. If only we could blame our troubles on some minority group among us all would be well, some seem to think. If in addition some group or peoples outside our own boundaries could be blamed for our troubles we could feel very righteous indeed. Hence, we now see wide-spread suspicion of any world concept, of the United Nations, of anything not strictly American, as if we had a monopoly on some of the special virtues. The Girl Scouts officials have considered it to be discreet to remove the offensive word "world" from their new handbook in response to criticism of pressure groups. A recent speaker in Boston said he was a citizen of the United States but not of the world, causing some speculation as to how he had escaped from the planet. (Laughter) We have been led to believe that for every wrong there is one special devil who must be "ferreted out" and punished or humiliated. Excessive national pride lends itself to such perversions of responsibility.

Add to all these the confusing effects of misleading statements in advertising, the high-pitched urgent voice in radio, the shoddiness in much of our television fare, the condescending and patronizing attitudes toward many foreigners, the excessive use of theological jargon in churches without true humility of spirit -- I am referring to this sort of thing you hear on the radio, which are merely words haranguing the audience and which have no real religion in them -- and the melodramatic nature of much of our journalistic fare, and you must wonder how any young person is able to achieve a stable personality.

Fortunately, learning involves forgetting as well as acquisition of facts, and in addition it involves, or should involve, judgment in the field of taste. Therein lies the great opportunity of the schools in the field of indirect education, namely, in the exhibition in word and deed of those qualities of honesty, esthetic sensitivity, sincerity, straightforwardness, and enthusiasm for learning that mark the educated man.

But, it may be suggested, aren't you expecting a great deal to ask the already overburdened teacher and community worker to work for such a complicated goal as emotional maturity? Of course, except that in the long run it takes no more effort, and possibly less, to work at the large fundamental issues than to engage in a series of rear-guard actions with the minor ones deriving from them.

The big problem, however, is to decide what is worth knowing in this field and then how to acquire that knowledge. It is not like the accumulation of traditional factual knowledge. It is rather a point of view, a willingness to concede certain possibilities, a skill in dealing with large issues which appear insoluble. Psychology has somehow or other missed the point that we have been emphasizing in this essay, but there are signs that it will not continue to do so. Gordon Allport's summation of the goal of psychology in his recent Terry Lectures at Yale expresses this hopeful attitude beautifully. He says that psychology should ultimately be able "to reduce discord among our philosophies of man, and to establish a scale of probable truth, so that we may feel increasingly certain that one interpretation is truer than another." He further states that, "Our censure should be reserved for those who would close all doors but one. The surest way to lose truth is to pretend that one already wholly possesses it." "Dogmatism makes for scientific anemia."¹ He believes with many others that more work on the formation and development of the human personality is urgently needed with the emphasis on the normal, the successful, the law-abiding, and the "becoming" aspects of life to supplement the numerous studies on the abnormal, the failures, the criminals, and the easily measurable personal characteristics.

Now I come to the challenge which I want to throw out for discussion at any rate in the next few years.

It should be the accepted practice in the colleges and in all those professional schools that train people for careers having to do with the ordering of human relationships to include in the curriculum, both formal and informal, a serious and prolonged consideration of all those factors affecting personality development and interpersonal relationships. The professions which first come to mind are education, law, the ministry, medicine, engineering, and business. Whether business is classed as a profession or not may be debatable; I prefer to consider it so, at least for those who acquire special training and points of view designed to elevate its standards. The fact remains that the schools of business administration have been most influential in developing increased and deeper understanding of the complicated factors which determine the quality of human relations.

The suggestion of still more material to be added to the curricula of colleges and professional schools already loaded

¹Allport, G. W., Becoming, Yale University Press, 1955, p. 17.

beyond capacity is not to be made lightly. The human mind has its limitations as to what it can assimilate in any brief period. The study of personality is not something which can be circumscribed in any definitive way. Therefore, it seems advisable that efforts be made to further this quality of understanding people in a wide variety of ways.

In some schools the material to be covered can be dealt with in formal courses. Such courses might include a study of the congenital, environmental, and cultural factors that influence the structure and formation of the personality. The general outlines of conscious and unconscious mental processes, the nature and effects of conflict, and the devices (mental mechanisms) by which the individual maintains his integrity are fruitful areas for study. The general principles of human relations, such as the interaction of people in groups, the nature of sentiments and feelings, the tendency of human beings to mirror the activities of those close to them, and the effects of good or poor communication, all these form the bases of a proper understanding of the people with whom one lives and works. Finally the development of judgment regarding values or morals, and how communities can be improved through cooperative activities of parents, teachers, doctors, ministers, lawyers and others, should receive much attention.

Case histories of situations in which students have been involved in some way, directly or vicariously, or problem situations derived from the general literature in this field, might serve as the basis for class or group discussions. Term papers or theses on various aspects of personality structure and formation, social and cultural development, the effects of prejudice and discrimination, juvenile delinquency, and other such subjects, could serve to throw fresh light or understanding on old problems. The techniques used by dictators to manipulate masses of people should be widely known.

I have been teaching a course this semester to a group of 28 divinity students, so that I have had an occasion to see how it actually works in practice, and I at least am very pleased with what I have learned this semester in this respect.

In other schools the same material might be taken up in a variety of courses or in informal group discussions outside the course framework. In the colleges it can quite naturally be taken up in some classes in connection with student government problems, in the in-service training of counselors, in matters of discipline in which students participate, and in

the general program to improve faculty-student relations. In medical schools personality development is quite naturally considered in pediatrics, psychiatry, and to a slight extent in other courses, but not often in terms of the students' own personal and professional development.

In schools of education such material would be considered in courses in educational psychology, anthropology and sociology. In business schools courses in human relations form a suitable medium for getting these ideas and points of view into wide circulation. In engineering new approaches to supplement counseling systems may be worked out through courses in the humanities and social studies. In the training of lawyers possibly seminars on legal medicine and criminal law in so far as it involves psychopathology would be suitable, though in this area more new methods of approach are highly desirable. Through the study of pastoral counseling many students preparing for the ministry have become better acquainted with the nature of the people whom they wish to serve.

No matter how the material is to be considered, some one person in each school should be responsible for its co-ordination or presentation as the case may be. In addition, there should be "defense in depth," namely, consultation service by a psychiatrist, clinical psychologist, or pastoral counselor, for those whose feelings are deeply stirred by anxiety.

The objections to such a plan as this are numerous and some of them are quite serious. The highly personal nature of the material is likely to cause much anxiety in some persons. There are some objections to dealing with such matters by assigned readings, at least until after there has been a considerable amount of discussion under skilled leadership. Many persons tend to over-interpret what they see in print, presented in an authoritative setting, and hence get too much of a sense of certainty about highly variable material. There are comparatively few persons at present who are capable of teaching such courses or coordinating varied presentations. The field is of such a nature that persons who take themselves and the urgency of the problem too seriously may do great harm by over-emphasizing its importance and displaying undue or misplaced enthusiasm.

In spite of all these and other objections, the fact remains that if education is to meet the challenge of population pressures, of increasing changes due to science and technology, and of the increasing stresses and strains on the individual and society, it must change and grow. It must take into more serious

consideration those strong, impulsive, primitive and unregulated forces which have been so difficult to keep under control in the past. Character education, consisting, as Sir Richard Livingstone has stated, of the qualities of courage, truthfulness, trustworthiness, a sense of honor, independence, fair play, public spirit and leadership, needs primary emphasis. Unless we learn to control ourselves and to live in peace with our neighbors, we shall not even be in a position to regret it. By giving thought to all the possibilities of indirect or informal education which are so important in developing emotional maturity and strength of character perhaps we can cause direct and indirect education to supplement one another instead of checkmating each other as has occurred so often in the past.

Thank you very much. (Prolonged applause)

REFERENCE BOOKS ON PERSONALITY DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS

- Personality in the Making: Witmer and Kotinsky; Harper.
 Personality in Nature, Society and Culture (Second Edition): Kluckhohn, Murray and Schneider; Knopf.
 Fundamentals of Psychoanalysis: Alexander; Norton
 The Happy Family: Levy and Monroe; Knopf
 The Substance of Mental Health: Preston; Rinehart.
 Science and the Modern World: Whitehead; Mentor.
 Aims of Education: Whitehead; Mentor
 Education and the Spirit of the Age: Livingstone; Oxford.
 On Education: Livingstone; Cambridge.
 It's Your Law: Curtis; Harvard
 The Nature of Prejudice: Allport; Beacon
 Successful Marriage (Second Edition): Fishbein and Burgess; Doubleday.
 Integration and Conflict in Family Behavior - Report No. 27 of the Group for the Advancement of Psychiatry, 3617 W. 6th Avenue, Topeka, Kansas.
 Report on Homosexuality with Particular Emphasis on this Problem in Governmental Agencies - Report No. 30 of the Group for the Advancement of Psychiatry.
 Becoming: Allport; Yale.
 Feelings and Emotions: Frank; Doubleday Papers in Psychology.
 Individual Development: Frank; Doubleday Papers in Psychology.
 The Health of the Mind: Rees; Norton.
 Healthier Living: Schifferes; Wiley.
 Psychiatry in a Troubled World: Menninger; Macmillan.
 Children Who Hate: Redl and Wineman; Free Press.
 Emotional Problems of Living: English and Pearson; Norton.
 Emotional Maturity: Saul; Lippincott.

You and Psychiatry: Menninger and Lief; Scribners.

The Doctor's Job: Binger; Norton.

Growing Up in an Anxious Age: Yearbook of the Assoc. for
Supervision and Curriculum Development, 1201 16th St.,
N.W., Washington 6, D. C.

Mental Health in Our Schools: Yearbook of the Assoc. for
Supervision and Curriculum Development, 1201 16th St.,
N. W., Washington 6, D. C.

The Citizen Decides: Ralph Barton Perry; Indiana University
Press.

PRESIDENT-ELECT HOCUTT: Thank you very much, Dana,
for your most stimulating address. We assured this group that
this luncheon meeting in itself would be worth the trip to
Purdue, and we have certainly found that we were right. You
have made another most significant contribution to our Proceed-
ings, and we are indeed most grateful.

I will turn this meeting back to President Jack.

PRESIDENT STIBBS: Thank you, John, and thank you,
Dana.

I have two announcements at this time.

... Announcements ...

PRESIDENT STIBBS: In concluding our Conference I
should like to thank all of you for your support and coopera-
tion and participation at this meeting. Then I should like to
ask the members of the Purdue staff to stand and receive our
applause, and will you please hold your applause until they are
all up: Don Mallett, O. D. Roberts, Mr. Dan Grier, (Mr. Grier
has gone to the train) Mr. Losa, Mr. Sales, Mr. Yuthas, our
friend Val Vallely, and the members of his staff, Mr. John
Hannah, the director of Public Relations, and Mr. Fritz. We
certainly want to thank you all for the fine close attention
and care that has made this meeting a successful one. Thank
you very much. (Applause)

This concludes the 37th Anniversary Conference of the
National Association of Student Personnel Administrators.
(Applause)

... The Conference adjourned at one-fifty o'clock ...

APPENDIX A

REPORT OF THE SECRETARY

April 1, 1954 to April 1, 1955

To the Members of the National Association
of Student Personnel Administrators

Your Secretary submits the Annual Report of Secretarial Activities (to which is appended the report of the Treasurer) for the period April 1, 1954, to April 1, 1955.

Membership in the Association

For the ninth consecutive year, membership in the Association has increased and at April 1, 1955 stands at an all time high of 249. The analysis of membership is as follows:

Membership at April 1, 1954	241
Member institutions added in 1954-55	<u>10</u>
	251
Memberships discontinued during year	<u>2</u>
TOTAL Membership at April 1, 1955	249

Member institutions are in all 48 states, the District of Columbia, Alaska, Hawaii, Puerto Rico, and Canada.

New Members of the Association

Ten institutions have applied for membership, qualified, and have been approved by the Executive Committee during the year 1954-55.

<u>Institution</u>	<u>Address</u>	<u>Representative</u>
Coe College	Cedar Rapids, Iowa	John X. Jamrich, Dean of Students
Duke University*	Durham, North Carolina	Robert B. Cox, Dean of Men
Evansville College	Evansville, Illinois	Everette B. Walker, Director of Student Services
Florida Southern College	Lakeland, Florida	J. A. Battle, Dean of Students
Maritime College	Fort Schuyler, New York	Arthur J. Spring, Dean of Students

*Reactivation of Former Membership

<u>Institution</u>	<u>Address</u>	<u>Representative</u>
St. Peter's College	Jersey City, New Jersey	Dean John W. Tynan, S.J.
San Francisco, University of	San Francisco, California	Dean Francis A. Moore, S. J.
Santa Clara, University of	Santa Clara, California	Raymond Kelley, S. J. Vice President of Student Affairs
Trinity College	Hartford, Connecticut	Joseph C. Clarke, Dean of Men
Washburn University	Topeka, Kansas	Lester E. Smith, Dean of Students

Two institutions, Kalamazoo College and Wisconsin State Teachers College at Platteville, Wisconsin, have discontinued their memberships on the basis of economy programs.

Deaths of Members and Former Members

Your Secretary regrets to report the deaths of three members and former members during the year:

Dean Fraser Metzger, Rutgers University, Dean of Men from 1925 to 1945 (when he retired) on May 29, 1954.

Dean Cyril F. Richards, Denison University, Dean of Men from 1937-1945, on September 7, 1954.

Dean Paul R. Yarck, Counselor for Men, Miami University, on September 8, 1954.

Appointments and Promotions

Although we are sure this list is not complete, we have reported numerous changes and promotions:

New Appointment to replace resigned Dean of Students..	4
New Appointment to replace resigned Dean of Men	5
Vice President to U.S. Deputy Commissioner of Education	1
Vice President to President	1
Dean of Men to Dean of Students	3
Dean of Students to Dean of Student Affairs	1
Director of Activities to Assistant to the President .	1
Dean of Men to Dean of College	1
Dean of Men to Head of Development	1
College Dean to Dean of Men	1
Dean of Men to Dean of Faculty	1
Assistant Dean to Dean of Men	2

Representation at Conferences and Meetings

The Association, on invitation, has been represented at numerous conferences and educational meetings:

American Council on Education
 National Education Association
 National Association of Collegiate Registrars and Admissions
 Officers
 National Association of Deans of Women
 American Personnel and Guidance Association
 National Association of Foreign Students Advisers
 Association of College Admissions Counselors
 Conference of Orientation Week Directors
 National Conference on College Fraternities and Societies
 National Independent Students Association
 National Interfraternity Conference
 U. S. National Students Association
 Southern Personnel Conference
 Seventh Allerton Conference
 Allerton Conference on Religion in Personnel Services
 National Housing Directors Conference
 Inaugurations (3)
 National Conference on Health in Colleges
 National Conference on Physical Education
 National Association of Christian Associations
 Centennial Celebration (1)
 Massachusetts Institute of Technology Conference on Discrimination

State and Regional Conferences

Although we have reported state meetings in Ohio, Illinois, Indiana, Pennsylvania, Texas, California, and New York; and regional meetings in New England and the South, we are sure that our reporting is far from complete.

Warnings on Crooks

Through the News Letter and specials for regional areas, our members have cooperated in warning each other of itinerant crooks and racketeers who prey on student communities. During the year we have issued warnings on check artists, thieves, fake jewelry salesmen, magazine salesmen, social survey groups, and a writer's group with an entry fee (stopped by Federal authorities as a Postal Racket).

Publications

The Proceedings of the 1954 Roanoke Conference, 265

pages, were published and distributed directly from Chicago by our reporter, Mr. Leo Isen, and were mailed three weeks after the Conference.

Ten regular and special News Letter mailings were distributed, a smaller number than usual, due to "circumstances beyond the control" of your Secretary. We hope that this can be improved during 1955-56.

Of special note, the News Letters included an excellent report from Dean John Hocutt on the 4th National Conference on Health in Colleges, a check list on provisions for residence halls, a method of counting student election ballots by I.B.M. methods, and a traffic survey report.

Placement Service

The Placement Service was handled through the Secretary's office until late in 1954, when by action of the Executive Committee, it was transferred to Dean Arno Nowotny of the University of Texas. Dean Nowotny has taken these duties effectively, and the complete transfer will be accomplished after the Purdue Conference.

The Executive Committee at Roanoke raised the Placement Fee to \$5.00 for men from member institutions and \$10.00 for men from non-member institutions.

Work of the Executive Committee

Three meetings of the Executive Committee were held on May 3 at Roanoke, on May 28 at Allerton and at New Orleans, October 18, 19, 1954. In addition, the Secretary and President met at Castle Park, Michigan, on June 26, and at Allerton with Dean Don Mallett of Purdue on March 8, 1955. In addition to these personal conferences, there have been numerous communications by mail and telephone.

The work of the Secretary has increased through the years to such an extent that the Executive Committee asked Dean Nowotny of Texas to take over the Placement Service, and Dean John Hocutt of Delaware to serve as Conference and Program Director for the Purdue Conference.

In Conclusion

Your Secretary has concluded his eighteenth year as Secretary-Treasurer of the Association and has endeavored to

execute the instructions of the officers and directions of the annual conference. We would be remiss if we did not mention the efforts of President John Stibbs, who has taken his duties very seriously, and who has done much to relieve the Secretary; to commend Dean John Hocutt, who has taken over the complicated job of serving as Conference Chairman and program planner and has carried his duties through so well; to state how conscientiously Dean Don Mallett has carried his duties as Host Dean for the 1955 Conference; and to praise Dean Arno Nowotny, who has so quickly and effectively taken over the Placement work.

Your Secretary would also take this occasion to thank Dean Don Gardner for the many times he has offered excellent advice, encouragement, and suggestions through the year. In spite of his modest denials, Dean Gardner must acknowledge his position as "Elder Statesman" of NASPA.

Finally, we would end this report on a note of dissatisfaction, and the acknowledgment that in the 18th year in this duty, your Secretary feels that he has been less effective for the Association during the past year than in previous years. Our only excuse has been an unusually heavy administrative load during the past two years on the local campus, which has at times forced postponement and delay in the business of the Association.

Respectfully submitted,
Fred H. Turner, Secretary

TREASURER'S REPORT

RECEIPTS

Balance on Hand April 1, 1954	\$1,450.18	
Dues Collected 1955-56	30.00	
Dues Collected 1954-55	3,450.00	
Dues Collected 1953-54	120.00	
Dues Collected 1952-53, 1951-52, 1950-51 ..	45.00	
Receipts from sale of Proceedings	164.00	
Receipts - fees - use of Placement Service.	48.00	
Receipts - mailing list for News Letters ..	3.00	
Conference receipts (Roanoke)	4,774.50	
Check #776 - for mimeographing - lost	9.00	
Check #787 - expenses to meeting - not cashed	<u>80.00</u>	\$10,173.68

DISBURSEMENTS

Disbursements for 1954 Conference:

Programs, tickets and regis. cards \$	280.75	
Badges	10.25	
Hotel & Natural Bridge -		
Meals & Tips	3,825.00	
Hotel accommodations for guests	26.65	
Traveling expenses of guests	386.92	
Expenses: Natural Bridge Tour	301.40	
Parker Studio for picture	25.00	
Clerical help and mimeographing	70.00	
Conference room for Association use	25.00	
Miscellaneous: telephone 2.23,		
sign 4.00, projectors 30.00,		
flowers 6.00, refund 7.50,		
miscellaneous 25.45	<u>75.18</u>	4,926.15
Telegrams and Telephone		31.47
Stationery		63.50
Mimeographing		38.00
Stenographic service		235.50
Reporting & mimeographing 1954 Proceedings		1,970.79
Membership Dues:		
American Council on Education	40.00	
Nat.Conf.on Coll. Frat.& Soc.	<u>25.00</u>	75.00
Magazine subscription		4.00
Secretary's allotment		100.00
Postage		182.00
Bank Service charges		7.26
Executive Committee Expense		80.23
Flowers		22.45
Refund - on Placement Service fee		5.00
Railway Express		50.37
Expenses to Meetings:		
Bishop to N.C.C.F.S.	25.30	
Quinn to Exec. Com. (not cashed)	80.00	
Hocutt to Cambridge, Mass.	52.19	
Fogdall to Oregon (President inaug.)	9.82	
Hocutt to Detroit, Michigan	88.77	
Rea to Detroit, Michigan	<u>16.85</u>	272.93
1955 Convention Expenses: Printing 170,		
Badges and ribbons \$55.20		<u>225.20</u>
BALANCE ON HAND APRIL 1, 1955		<u>\$8,289.85</u> 1,883.83

APPENDIX BOFFICIAL ROSTER OF THOSE IN ATTENDANCE AT
PURDUE UNIVERSITY, LAFAYETTE, INDIANA MEETING

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Abel, Glynn	So. western Louisiana Institute	Dean of Men
Alden, Vernon R.	Harvard Grad. School Business Adm.	Asst. Dean of Men
Alderson, Donald K.	University of Kansas	Dean of Men
Allen, James G.	Texas Tech. College	Dean of Student Lif.
Alter, Foster E.	University of Miami	Dean of Men
Almli, Mark	St. Olaf College	Dean of Men
Anfinson, Rudolph D.	Eastern Ill. State Coll.	Dean of Men
Anderson, Donald K.	Univ. of Washington	Dean of Students
Askew, J. Thomas	Univ. of Georgia	Dean of Students
Atkins, H. Pearce	Univ. of Rochester	Dean of Men
Atkinson, Byron H.	Univ. of California Los Angeles	Associate Dean of Students
Balch, Richard L.	Stanford University	Chief Coun. for Men
Baldwin, Frank C.	Cornell University	Dean of Men
Bates, Robert E.	Colorado A & M	Dean of Students
Beaty, R. C.	Univ. of Florida	Dean of Men
Bentley, John E.	American University	Dean Em., Director Student Rel.
Biddle, Theodore W.	Univ. of Pittsburgh	Dean of Men
Bingley, John	Univ. of Michigan	Asst. to the Dean
Bishop, Robert W.	Univ. of Cincinnati	Dean of Men
Blackburn, Armour J.	Howard University	Dean of Students
Blackburn, John L.	Florida State Univ.	Coun. to Men
Boehmert, W. Kenneth	Oberlin College	Asst. Dir. of Adm.
Boldt, Albert W.	Univ. of Florida	Asst. Dean of Men
Bonk, Edward C.	Indiana Univ.	Grad. Student
Boocock, Cornelius B.	Rutgers University	Dean of Men, Dir. Student Life
Borreson, James	Harvard Business School	Assistant Dean
Bosworth, E. F.	Oberlin College	Dean of Men
Bowditch, E. Francis	Mass. Inst. of Tech.	Dean of Students
Brewer, R. G.	Florida State Univ.	Dir., Residence for Men
Broadbent, Thomas L.	Univ. of California	Dean of Students
Brown, C. William	Ill. Inst. of Tech.	Asst. Dean of Stu.
Brown, John A., Jr.	Temple University	Dean of Men, Dir. of Dev.
Burger, William V.	Colorado School of Mines	Dean of Students

Calvert, Robert, Jr.	Hanover College	Dean of Men
Camp, C. F.	Central Intelligence Agency, Wash., D.C.	Chief, Personnel Procurement
Campbell, Phillip R.	Univ. of Cincinnati	Dir. of the Union
Clark, Joseph T.	Canisius College of Buffalo	Dir., Student Personnel Ser.
Clark, T. C.	Teachers College, Columbia University	Asst. Provost
Clarke, Joseph C.	Trinity College	Dean of Students, Registrar
Clevenger, J. C.	Washington State Coll.	Dean of Students
Clifford, Earle W.	Syracuse University	Asst. Dean of Men
Clinker, Bernard Keith	Indiana University	Grad. Student
Cloyd, E. L.	N. C. State College	Dean of Students
Collier, Kenneth M.	Ball State Teach. Coll.	Dir., Men's Activ.
Collins, Jack V.	Southwestern Louisiana Institute	Asst. Dean of Men
Connole, Paul H.	Washington University	Asst. Dean of Stu.
Conroy, Robert R.	Marquette University	Asst. Dean of Men
Corson, Louis D.	Florida State Univ.	Dean of Men
Crane, Robert M.	Miami University	Asst. Dean of Men
Crookston, Burns B.	University of Utah	Asst. Dean of Stu.
Curtin, Edgar G.	Rutgers University	Assoc. Dean of Men
Cusic, W. N.	McNeese State College	Dean of Men
Daane, Calvin	Indiana Univ.	Grad. Student
Dalla, Franklin C.	University of Illinois	Dir. of Housing
Daniels, Stewart D.	Alpha Tau Omega	Exec. Secretary
David, B. E.	Carnegie Inst. of Tech.	Dean of Men
Davis, I. Clark	Southern Illinois Univ.	Act. Dir. of Student Affairs
Davis, George	Purdue University	Dir., Adult Educ.
Davis, James M.	Univ. of Michigan	Dir. International Center
Deakins, Clarence E.	Ill. Inst. of Tech.	Dean of Students
Decker, Charles O.	University of Idaho	Dir. Stu. Affairs
Denman, William F.	Syracuse University	Admin. Ass't. to Dean of Men
Dowd, Frank J., Jr.	Univ. of Rochester	Dir. of Residence
Duggan, L. F.	Michigan College of Mining and Tech.	Dean of Students
Durand, Edwin M.	Rutgers University	Dean of Students
Durgin, E. R.	Brown University	Dean of Students
Dull, James E.	Miami University	Assistant Dean
Eaton, Paul C.	California Inst. of Technology	Dean of Students

Eppley, Geary	Univ. of Maryland	Dir. Stu. Welfare
Etheridge, Robt. F.	Southern Ill. Univ.	Asst. Dean of Men
Eycke, Carl P.	Ohio University	Asst. to Dean of Men
Farnsworth, Dana L.	Harvard University	Dir. of Univ.
		Health Services
Farrisee, William J.	Stevens Inst. of Tech.	Associate Dean
Faunce, L. Dale	State Univ. of Iowa	Dean of Students
Ferber, Daniel A.	Indiana Univ.	Dir. of Counseling
		Residence Halls
Fletcher, Richard R.	Univ. of Virginia	Dir. Stu. Affairs
Fogdall, Vergil S.	Lewis & Clark College	Dean of Students
Foy, James E.	Ala. Polytechnic Inst.	Dir. Stu. Affairs
Fraser, Glenn M.	Ohio Wesleyan Univ.	Asst. Dean of Men
French, Arden O.	Louisiana State Univ.	Dean of Men
Fritz, Roger J.	Purdue University	Asst. Dean of Men
Fulton, Dudley G.	Northwestern State	Director,
	College of Louisiana	Student Affairs
Galbraith, M. J.	Univ. of Illinois,	Dean of Student
	Professional Colleges	Affairs
Gardner, D. H.	University of Akron	Dean of Students
Gillis, John W.	Univ. of Illinois	Grad. Asst. in Educ.
Gluck, Joseph C.	West Virginia Univ.	Dir. Stu. Affairs
Gordon, Robert G.	Univ. of Texas	Asst. Dean of
		Student Life
Graham, Jack W.	Southern Ill. Univ.	Actg. Dir. Stu. Aff.
Grammer, Frank A.	Newark Coll. of Eng'g.	Dean of Students
Graves, Thomas A. Jr.	Harvard Bus. School	Ass't. Dean
Green, William D.	Taylor University	Dean of Students
Grier, Daniel J.	Purdue University	Asst. to Dean of Mer
Guthridge, Joe W.	Virginia Polytechnic	Director
	Institute	Student Affairs
Guthrie, William S.	Ohio State University	Jr. Dean, College
		of Arts & Sc.
Gwin, John P.	Beloit College	Dean of Students
Hackett, Dean E.	Heidelberg College	Asst. Dean of Men
Haack, Arno J.	Washington University	Dean of Students
Hagerman, Gordon A.	University of Akron	Assistant Dean
Hansford, Richard L.	University of Akron	Adviser of Men
Harper, Don S.	Southeastern La. Coll.	Dean of Men
Harris, David L.	Ripon College	Dean of Men
Hawley, Kent	DePauw University	Resident Counselor
Hawk, Ray	University of Oregon	Assoc. Dir. Stu. Aff.
Hayes, Byron C.	Lehigh University	Assoc. Dean of Stu.
Hendrix, Noble	Univ. of Alabama	Dean of Students
Hocutt, John E.	Univ. of Delaware	Dean of Students
Holdeman, W. Dean	Oberlin College	Assoc. Dean of Men
Hoogesteger, Howard	Lake Forest College	Dean of Students

Hopkins, Robert S. Jr.	Univ. of Massachusetts	Dean of Men
Horenberger, Jack	Ill. Wesleyan Univ.	Adviser for Men
Hovde, Frederick L.	Purdue University	President
Huit, M. L.	State Univ. of Iowa	Counselor to Men
Hulet, Richard E.	Univ. of Illinois	Assist. Dean of Men
Hunkins, Maurel	Ohio University	Dean of Men.
Hyink, Bernie	Univ. of Southern Calif.	Dean of Students
Isen, Leo	Bona Fide Reporting Co.	Reporter
Jackson, J. B.	Univ. of Southern Calif.	Dean of Men
Jones, Howard Mumford	Harvard University	Prof. of English
Kallgren, Carl A.	Colgate University	Dean of the College
Karnes, Houston T.	La. State Univ.	Secretary, N.I.C.
Kelley, Raymond, S. J.	Univ. of Santa Clara	Vice-Pres. Stu. Aff.
Kiendl, Arthur H.	Univ. of Chicago	Dir. of Stu. Acts.
King, Tom	Michigan State Univ.	Dean of Students
Knox, Carl W.	Miami University	Dean of Men
Kramer, Fred P.	Univ. of Wisconsin	Activities Adviser
Krathwohl, Carlton L.	Syracuse University	Dean of Men
Leach, Lysle D.	Univ. of California	Dean of Students
LeFevre, Rev. P. J., C. M.	DePaul University	Vice-President
Leith, J. D.	Lehigh University	Assoc. Dean of Stu.
Lewis, Stanley X.	La. Polytechnic Inst.	Dean of Men
Linkins, R. H.	Ill. State Normal Univ.	Dean of Men
Longnecker, Wm. Mayne	Southern Methodist Univ.	Dean of Students
Lunn, Harry H., Jr.	U.S. Nat. Stu. Assoc.	President
McAuley, Raymond, S. J.	Marquette University	Dean of Men
McCown, Henry Y.	University of Texas	Dean of Stu. Serv.
McDonoel, Joseph L.	Dartmouth College	Dean of the College
McElhaney, James H.	Ohio State University	Asst. Dean of Men
McGinnis, Benjamin G.	Kent State University	Asst. Dean of Men
McGuigan, Roland F.	Northwestern Univ.	Dean of Men
McLeod, James C.	Northwestern Univ.	Dean of Students
MacDonald, Gilbert G.	Northeastern Univ.	Dean of Freshmen
Mallett, Donald R.	Purdue University	Dean of Men
Manchester, R. E.	Kent State University	Dean of Men (Emeritus)
Marsh, J. Don	Wayne University	Dir. of Stu. Act.
Martin, Leslie L.	Univ. of Kentucky	Dean of Men
Matthews, Jack	Univ. of Missouri	Dean of Students
Medesy, William A.	Univ. of New Hampshire	Assoc. Dean of Stu.
Miller, Donald W.	Lake Forest College	Asst. Dir. of Adm.
Miller, M. Warner	Colorado A & M College	Counselor for Men
Moore, Father Francis, S. J.	University of San Francisco	Dean of Men

Moore, Robert	Arkansas State College	Dean of Students
Musser, Malcolm E.	Bucknell University	Dean of Men
Myers, Harold M.	Drexel Inst. of Tech.	Dean of Men
Nester, William R.	Univ. of Cincinnati	Asst. Dean of Men
North, Sidney B.	Alpha Phi Omega	National Secretary
Norton, Stanley K.	Ill. State Normal Univ.	Asst. Dean of Men
Nowotny, Arno	University of Texas	Dean of Stu. Life
Nygreen, Glen T.	Kent State Univ.	Dean of Men
O'Flynn, A. C., S.J.	Loyola University	Dean of Students
Oglesby, R. R.	Florida State Univ.	Dean of Students
Ostafin, Peter A.	Univ. of Michigan	Assistant Dean
Overholt, Milton W.	Ohio State University	Asst. Dean of Men
Pahre, Richard E.	Univ. of So. Dakota	Asst. Dean of Men
Palmer, John T.	Miss. Southern College	Dean of Men
Parks, Donald S.	Univ. of Toledo	Dean of Students
Patzner, Roland D.	Kent State University	Asst. Union Dir.
Penberthy, W. L.	A & M College of Texas	Head, Dept. Stu. Activities
Pershing, John J.	Georgia Tech	Assoc. Dean
Peters, George B.	Univ. of Pennsylvania	Dean of Men
Phelan, Joseph G.	Stevens Inst. of Tech.	Student Counselor
Pike, C. Milton, Jr.	No. Ill. State Teach. Coll.	Dean of Men
Piskor, Frank	Syracuse University	V.P., Stu. Services
Poling, Dan W.	Oregon State College	Dean of Men
Quinn, John F.	Univ. of Rhode Island	Dean of Men
Reid, Juan	Colorado College	Dean of Men
Reinstedt, Robert N.	DePauw University	Security Officer
Riggs, Lawrence	DePauw University	Dean of Students
Ritter, E. J., Jr.	Bradley University	Asst. Dean of Stu.
Rollins, J. W.	E. Texas St. Teach. Coll.	Dean of Men
Ramsey, Robert R., Jr.	Harvard Law School	Asst. to Dir. of Adm.
Rankin, Donald F.	Ferris Institute	Dean of Students
Ratterman, P. H.	Xavier University	Dean of Men
Rawsthorne, John	Principia College	Dean of Men
Rea, Walter B.	Univ. of Michigan	Dean of Men
Rieck, Elmer C.	So. Methodist Univ.	Dean of Men
Roberts, O. D.	Purdue University	Asst. Dean of Men
Robinson, David W.	DePauw University	Asst. Dean of Stu.
Rock, Rev. Joseph A., S.J.	Georgetown University	Dir., Stu. Personnel
Rogers, George W.	Ball State Teach. Coll.	Inst., Edu.; Dir. El. Hall
Rollins, J. Leslie	Harvard Grad. School of Business	Assistant Dean
Ross, Mylin H.	Ohio State University	Dean of Men

Saddlemire, Gerald	State Univ. Teach.Coll.	Dean of Students
Scheps, Clarence	Tulane University	Comptroller
Schmidt, Louis G.	Indiana University	Prof. of Education
Schwartz, G. R.	Mankato State College	Dir.Stu.Personnel
Shaffer, Robert H.	Indiana University	Assoc.Dean of Stu.
Shutt, Darold L.	Purdue University	Asst.Dir. Men's Res. Halls
Sikir, Henry J.	Univ. of Alabama	Asst.Dean of Stu.
Simes, Frank J.	Penn State Univ.	Dean of Men
Slonaker, Louis	Univ. of Arizona	Dean of Men
Smith, Hal R.	Florida State Univ.	Counselor
Smith, J. Towner	Western Mich. College	Dean of Men
Smith, Mark W.	Denison University	Dean of Men
Snoke, Martin	Univ. of Minnesota	Asst.Dean of Stu.
Somerville, J. J.	Ohio Wesleyan Univ.	Dean of Men
Spathelf, Victor F.	Ferris Institute	President
Spencer, Samuel R., Jr.	Davidson College	Dean of Students
Sprandel, Walter B.	Albion College	Dean of Men
Stafford, G. G.	Univ. of Illinois	Dean of Men
Stamatakis, Louis C.	Texas Tech. College	Supervisor, Sneed Hall
Stewart, Harold E.	Wayne University	Dean of Stu.Affairs
Stewart, John E.	University of Maine	Dean of Men
Stewart, R. B.	Purdue University	Vice-Pres. & Treas.
Stibbs, John H.	Tulane University	Dean of Students
Stielstra, William	Alma College	Dean of Men
Stillings, Edwin J.	Drury College	Dean of Men
Stone, Hurford E.	Univ. of California	Dean of Students
Streiff, Karl D.	Univ. of Michigan	Asst.to Dean of Men
Strozier, Robert M.	Univ. of Chicago	Dean of Students
Swanson, Robert F.	Newark Coll. of Engrg.	Dir.of Athletics
Switzer, J. R.	Mississippi Southern College	Dean of Student Welfare
Thompson, Bob	Indiana University	Counselor, School of Education
Thompson, Jorgen S.	Augustana College	Dean of Men
Thomas, Charles W.	Univ. of Illinois	Instructor
Tichenor, A. H., Jr.	Purdue University	Foreign Stu. Ad.
Timmons, Glenn W.	DePauw University	Dir., Memorial Union
Toepfer, Louis	Harvard Law School	Assistant Dean
Touchstone, Frank V.	Purdue University	Student
Truitt, John W.	Michigan State College	Asst.to Dean of Stu.
Trusler, V. F.	Kansas State Trs. Col.	Dean of Men
Turner, Fred H.	University of Illinois	Dean of Students
Valley, John R.	Educational Testing Service	Asst. Project Dir.
Voldseth, Edward	Drake University	Dir., Stu.Af.for Men
Voller, Ellwood	Michigan State College	Asst.to Dean of Stu.

Waite, Richard A., Jr.	Rensselaer Polytechnic Institute	Dean of Students
Walker, Everette	Evansville College	Dir.Stu.Per.Ser.
Wallace, Vernon A.	The Cooper Union	Stu. Relations Of.
Wantman, M. J.	Univ. of Rochester	Assoc.Dean of Instr.
Watts, John M.	Hofstra College	Dean of Students
Weaver, Fred H.	Univ. of North Carolina	Dean of Stu.Aff.
Webster, David H.	Temple University	Actg.Dean of Men
Weinstein, Stanley D.	Brandeis University	Asst.Dir.of Stu.Per.
Weir, John R.	Calif. Inst. of Tech.	Dir.,Stu.Counseling
Weyer, Frank E.	Hastings College	Dean of the College
Willhite, W. Lyle	Knox College	Dean of Students
Winbigler, H. Donald	Stanford University	Dean of Students
Woodruff, Laurence C.	Univ. of Kansas	Dean of Students
Wynn, Daniel W.	Langston University	Dean of Students
Yanitelli, Victor R., S. J.	Fordham University	Dir., Student Personnel Services
Yardley, William A.	Southeastern La. Coll.	Dir. of Guidance
Young, Ralph A.	The College of Wooster	Dean of Men
Yuthas, Jack	Purdue University	Counselor
Zech, Albert	Univ. of So. California	Counselor of Men
Zillman, Theo. W.	Univ. of Wisconsin	Dean of Men
Zinn, Bennie A.	A & M College of Texas	Head, Dept. Student Affairs

APPENDIX C

ROSTER OF LADIES GROUP (Wives)

Mrs. J. Thomas Askew	Mrs. O. D. Roberts
Mrs. C. William Brown	Mrs. Mylin H. Ross
Mrs. George Davis	Mrs. J. Towner Smith
Mrs. Donfred H. Gardner	Mrs. E. E. Stafford
Mrs. Daniel J. Grier	Mrs. Harford E. Stone
Mrs. William S. Guthrie	Mrs. Robert M. Strozier
Mrs. Arno J. Haack	Mrs. A. H. Tichenor, Jr.
Mrs. John E. Hocutt	Mrs. V. T. Trusler
Mrs. Carl A. Kallgren	Mrs. Fred H. Turner
Mrs. Arthur H. Kiendl	Mrs. M. J. Wantman
Mrs. Donald R. Mallett	Mrs. Ralph A. Young
Mrs. Leslie L. Martin	Mrs. Jack Yuthas
Mrs. Milton W. Overholt	

APPENDIX D

SUMMARY OF PREVIOUS MEETINGS

Meet - ing Year	Pres - ent	Place	President	Secretary
1 1919	6	Madison, Wisconsin	S.H. Goodnight	L.A. Strauss
2 1920	9	Urbana, Illinois	T.A. Clark	S.H. Goodnight
3 1921	16	Iowa City, Iowa	T.A. Clark	S.H. Goodnight
4 1922	20	Lexington, Kentucky	E.E. Nicholson	S.H. Goodnight
5 1923	17	Lafayette, Indiana	Stanley Coulter	E.E. Nicholson
6 1924	29	Ann Arbor, Michigan	J. A. Bursley	E.E. Nicholson
7 1925	31	Chapel Hill, N. C.	Robert Rienow	F.F. Bradshaw
8 1926	46	Minneapolis, Minn.	C.R. Melcher	F.F. Bradshaw
9 1927	43	Atlanta, Georgia	Floyd Field	F.F. Bradshaw
10 1928	50	Boulder, Colorado	S.H. Goodnight	F.M. Dawson
11 1929	75	Washington, D. C.	G.B. Culver	V.I. Moore
12 1930	64	Fayetteville, Ark.	J.W. Armstrong	V.I. Moore
13 1931	83	Knoxville, Tenn.	W. J. Sanders	V.I. Moore
14 1932	40	Los Angeles, Calif.	V.I. Moore	D.H. Gardner
15 1933	55	Columbus, Ohio	C.E. Edmondson	D.H. Gardner
16 1934	61	Evanston, Ill.	H.E. Lobdell	D.H. Gardner
17 1935	56	Baton Rouge, La.	B.A. Tolbert	D.H. Gardner
18 1936	92	Philadelphia, Pa.	W.E. Alderman	D.H. Gardner
19 1937	80	Austin, Texas	D.S. Lancaster	D.H. Gardner
20 1938	164	Madison, Wis.	D.H. Gardner	F.H. Turner
21 1939	87	Roanoke, Virginia	D.H. Gardner	F.H. Turner
22 1940	58	Albuquerque, N. Mex.	F.J. Findlay	F.H. Turner
23 1941	100	Cincinnati, Ohio	J.J. Thompson	F.H. Turner
24 1942	114	Urbana, Illinois	L.S. Corbett	F.H. Turner
25 1943	101	Columbus, Ohio	J.A. Park	F.H. Turner
26 1944	96	Chicago, Illinois	J.H. Julian	F.H. Turner
27 1945	Due to Office of Defense Transportation - No Meeting was held			
28 1946	142	Lafayette, Ind.	Earl J. Miller	F.H. Turner
29 1947	170	Ann Arbor, Mich.	Arno Nowotny	F.H. Turner
30 1948	173	Dallas, Texas	E.L. Cloyd	F.H. Turner
31 1949	217	Highland Park, Ill.	J.H. Newman	F.H. Turner
32 1950	210	Williamsburg, Va.	L.K. Neidlinger	F.H. Turner
33 1951	222	St. Louis, Mo.	W.P. Lloyd	F.H. Turner
34 1952	180	Colo. Springs, Colo.	A. Blair Knapp	F.H. Turner
35 1953	245	East Lansing, Mich.	V.F. Spathelf	F.H. Turner
36 1954	231	Roanoke, Virginia	R.M. Strozier	F.H. Turner
37 1955	230	Lafayette, Ind.	J.H. Stibbs	F.H. Turner

APPENDIX E

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS
 ROSTER OF MEMBERS - FEBRUARY 1, 1955

<u>Institution</u>	<u>Address</u>	<u>Representative</u>
Agricultural and Mechanical College of Texas	College Station, Texas	W. L. Penberthy
Akron, University of	Akron 4, Ohio	Donfred H. Gardner, Dean of Students
Alabama Polytechnic Institute	Auburn, Alabama	James E. Foy, Dir. of Student Affairs
Alabama, University of	University, Ala.	Noble B. Hendrix, Dean of Students
Alaska, University of	College, Alaska	William Cashen
Albion College	Albion, Michigan	W. B. Sprandel
Alfred University	Alfred, New York	Fred H. Gertz
Allegheny College	Meadville, Pa.	C. W. McCracken
Alma College	Alma, Michigan	William Stielstra
American University	Washington, D. C.	John Bentley, Dir. of Student Relations
Anderson College and Theological Seminary	Anderson, Indiana	Adam W. Miller, Men's Counselor
Arizona State College	Tempe, Arizona	W. P. Shofstall
Arizona, University of	Tucson, Arizona	A. Louis Slonaker
Arkansas State College	State College, Ark.	Robert Moore
Arkansas, Univ. of	Fayetteville, Ark.	John Earl Shoemaker
Augustana College	Sioux Falls, S.Dak.	Jorgen S. Thompson
Baker University	Baldwin, Kansas	Benjamin A. Gessner
Ball State Teachers College	Muncie, Indiana	Howard G. Johnshoy, Dean of Student Affairs
Beloit College	Beloit, Wisconsin	John P. Gwin, Dean of Students
Berea College	Berea, Kentucky	Thomas Parkinson
Boston College	Boston, Mass.	Francis B. McManus, S.J.
Boston University	Boston, Mass.	Eugene H. Floyd, Asst. to the President
		John F. McKenzie
Bowling Green State University	Bowling Green, Ohio	Arch B. Conklin, Dean of Students
Bradley University	Peoria, Illinois	Leslie H. Tucker, Dean of Students
Brandeis University	Waltham, Mass.	Charles Duhig, Dir. of Student Personnel
Brigham Young University	Provo, Utah	Wesley P. Lloyd, Dean of Students

Brown University	Providence, R.I.	Samuel T. Arnold, Provost E. R. Durgin, Dean of Students
Bucknell University	Lewisburg, Pa.	Malcolm E. Musser
Butler University	Indianapolis, Ind.	L. Gray Burdin
California Institute of Technology	Pasadena, California	Paul C. Eaton, Dean of Students
California, Univ. of	Berkeley, Calif.	H.E. Stone, Dean of Stu.
California, Univ. of	Davis, Calif.	Lysle D. Leach, Dean of Students
California, Univ. of	Los Angeles, California	Byron H. Atkinson, Actg. Dean of Students
California, Univ. of	Riverside, Calif.	Thomas L. Broadbent, Dean of Students
California, Univ. of (Medical Center)	San Francisco, California	Herbert G. Johnstone, Dean of Students
California, Univ. of (Santa Barbara College)	Santa Barbara, California	Lyle G. Reynolds
Canisius College	Buffalo, New York	Joseph T. Clark, S. J.
Capital University	Columbus, Ohio	Earl Papke
Carleton College	Northfield, Mi Minnesota	Frank R. Kille, Dean of the College
Carnegie Institute of Technology	Pittsburgh 13, Pennsylvania	Merrill E. Jarchow
Carroll College	Waukesha, Wisconsin	Douglas Miner, Dir. of Personnel and Welfare
Case Institute of Technology	Cleveland, Ohio	Sumner J. House
Chicago, University of	Chicago 37, Illinois	Robert M. Strozier, Dean of Students
Cincinnati, Univ. of	Cincinnati 21, Ohio	Robert W. Bishop
City College of New York	New York, N. Y.	Daniel F. Brophy
Clarkson College of Technology	Potsdam, New York	Philip Price, Dean of Students
Coe College	Cedar Rapids, Iowa	John X. Jamrich, Dean of Students
Colgate University	Hamilton, N. Y.	Carl A. Kallgren
Colorado Agricultural & Mechanical College	Fort Collins, Colorado	Robert E. Bates, Dean of Students
Colorado College	Colorado Springs, Colorado	Juan Reid
Colorado School of Mines	Golden, Colorado	W. V. Burger, Dean of Students
Colorado, University of	Boulder, Colorado	Clifford Houston, Dean of Students
		Harry G. Carlson

Columbia University Concordia Teachers College	New York 27, N.Y. River Forest, Illinois	N. M. McKnight Albert G. Huegli, Dean of Students
Cooper Union, The Cornell University Culver-Stockton College	New York 3, N.Y. Ithaca, New York Canton, Missouri	Herbert F. Roemmele Frank C. Baldwin Richard B. Mease
Dartmouth College Delaware, University of	Hanover, N.H. Newark, Delaware	Joseph L. McDonald John E. Hocutt, Dean of Students
Denison University Denver, University of	Granville, Ohio Denver, Colorado	Mark W. Smith Daniel D. Feder, Dean of Students
DePaul University DePauw University	Chicago, Illinois Greencastle, Ind.	Philip J. LeFevre, C.M. Lawrence A. Riggs, Dean of Students
		David W. Robinson, Asst. Dean of Students
Detroit, University of Dickinson College	Detroit 21, Michigan Carlisle, Pennsylvania	Thomas A. Emmet, Asst. Dean of Men Francis W. Warlow, Acting Dean (Amos B. Horlacher on leave.)
Doane College Drake University	Crete, Nebraska Des Moines 11, Iowa	Donald M. Typer, Pres. Robert B. Kamm, Dean of Students
Drexel Institute of Technology Drury College Duke University Duquesne University	Philadelphia, Pennsylvania Springfield, Mo. Durham, No. Car. Pittsburgh, Pa.	Harold M. Myers Edwin J. Stillings Robert B. Cox F. J. McNamara
East Carolina State Teachers College East Texas State Teachers College Eastern Illinois State College Emory University	Greenville, North Carolina Commerce, Texas Charleston, Ill. Emory University, Georgia	W. E. Marshall J. W. Rollins Rudolph D. Anfinson E. H. Rece
Evansville College	Evansville, Ind.	Everette Walker, Dir. of Student Services
Florida Agricultural and Mechanical College	Tallahassee, Florida	B. L. Perry

Florida Southern College Florida State University	Lakeland, Florida Tallahassee, Florida	J. A. Battle, Dean of Students R. R. Oglesby, Dean of Students Louis D. Corson, Dean of Men
Florida, Univ. of Franklin and Marshall College Fresno State College	Gainesville, Fla. Lancaster, Pa. Fresno 4, California	R. C. Beaty, Dean of Stu. A. G. Breidenstine, Dean of the College Forrest D. Brown Dean of Students
Georgetown University George Washington University Georgia Institute of Technology Georgia, University of	Washington 7, D. C. Washington, D.C. Atlanta, Georgia Athens, Georgia	Joseph A. Rock, S.J., Dir. of Stu. Pers. Donald Faith, Dir. of Men's Activities George C. Griffin, Dean of Students J. Thomas Askew, Dean of Students William Tate
Gettysburg College Grinnell College Grove City College	Gettysburg, Pa. Grinnell, Iowa Grove City, Pa.	Robert H. Fryling Henry A. Brown Robert E. Thorn
Hanover College Harvard College Hastings College Hawaii, University of Hiram College Houston, University of Howard University	Hanover, Ind. Cambridge, Massachusetts Hastings, Nebraska Honolulu, Hawaii Hiram, Ohio Houston, Texas Washington, D.C.	Robert Calvert, Jr. Delmar Leighton, Dean of Students F. E. Weyer Harold Bitner, Dean of Student Personnel
Huntingdon College	Montgomery, Ala.	Terrell Spencer, Vice- Pres. of Stu. Serv. A. J. Blackburn, Dean of Students R. Glenn Massengale
Idaho, College of Idaho, University of	Caldwell, Idaho Moscow, Idaho	Phillip M. Ward Charles O. Decker, Dir. of Student Affairs
Illinois, Institute of Technology Illinois State Normal University Illinois, University of	Chicago 16, Ill. Normal, Illinois Urbana, Illinois	Clarence E. Deakins, Dean of Students R. H. Linkins Fred H. Turner, Dean of Students

Illinois Wesleyan University	Bloomington, Illinois	Jack Horenberger, Assistant Dean
Indiana University	Bloomington, Indiana	R. L. Shoemaker, Dean of Students
Iowa State College	Ames, Iowa	M. D. Helser
Iowa, State University of	Iowa City, Iowa	L. Dale Faunce, Dean of Students
		Marion L. Huit
Kansas State College	Manhattan, Kansas	William G. Craig, Dean of Students
Kansas State Teachers College	Emporia, Kansas	Victor T. Trusler
Kansas State Teachers College	Pittsburg, Kansas	Eugene Dawson, Dean of Students
Kansas, University of	Lawrence, Kansas	Laurence C. Woodruff, Dean of Students
Kent State University	Kent, Ohio	Glen T. Nygreen
Kentucky, Univ. of	Lexington, Ky.	Leslie L. Martin
Knox College	Galesburg, Illinois	W. Lyle Willhite, Dean of Students
Lafayette College	Easton, Pa.	Frank R. Hunt
Lake Forest College	Lake Forest, Ill.	Howard Hoogesteger
Lawrence College	Appleton, Wisconsin	Chandler W. Rowe
		Edwin Schoenberger, Dean of Students, Inst. of Paper Chem.
Lehigh University	Bethlehem, Pa.	Wray H. Congdon, Dean of Students
Lewis & Clark College	Portland, Oregon	Vergil Fogdall
Louisiana State Univ.	Baton Rouge, La.	Arden O. French
Louisville, Univ. of	Louisville, Ky.	Dave Lawrence
Loyola University	New Orleans, La.	Anthony C. O'Flynn, S.J.
Loyola University	Los Angeles, Cal.	Joseph T. Keane, S.J.
Maine, Univ. of	Orono, Maine	John E. Stewart
Maritime College	Fort Schuyler, New York, N.Y.	Arthur J. Spring, Dean of Students
Marquette University	Milwaukee, Wisc.	R. R. McAuley, S.J.
Marshall College	Huntingdon, W. Va.	Harold Willey
Maryland, University of	College Park, Maryland	Geary Eppley, Dir. of Student Welfare
Massachusetts Institute of Technology	Cambridge Massachusetts	E. Francis Bowditch, Dean of Students
Massachusetts, University of	Amherst, Massachusetts	Robert S. Hopkins, Jr.

Mercer University	Macon, Georgia	Richard C. Burts, Jr.
Miami University	Oxford, Ohio	Carl W. Knox
Miami, University of	Coral Gables, Fla.	Foster E. Alter
Michigan State College	East Lansing, Mich.	Tom King, Dean of Stu.
Michigan,	Ann Arbor, Mich.	Erich A. Walter,
University of		Vice President
Middlebury College	Middlebury,	W. B. Rea, Dean of Stu.
	Vermont	W. Storrs Lee,
Millsaps College	Jackson,	Dean of Students
	Mississippi	J. E. McCracken,
Minnesota,	Minneapolis,	Dean of Students
University of	Minnesota	E. G. Williamson,
Minnesota, Univ. of	Duluth 5, Minn.	Dean of Students
Mississippi Southern	Hattiesburg,	C. W. Wood, Director
College	Mississippi	J. R. Switzer
Mississippi, Univ. of	University, Miss.	R. Malcolm Guess
Missouri, Univ. of	Columbia,	Jack Matthews,
	Missouri	Dean of Students
Montana State College	Bozeman, Montana	Val Glynn, Dean of Stu.
Montana State Univ.	Missoula, Montana	Herbert J. Wunderlich,
		Dean of Students
		(Clifton S. Jackson,
		Northern Montana College,
		Havre, Montana)
Montclair State	Montclair,	Earl C. Davis, Dir. of
Teachers College	New Jersey	Student Personnel
Moravian College	Bethlehem, Pa.	Roy D. Hassler
Muhlenberg College	Allentown, Pa.	Sherwood R. Mercer
Nebraska,	Lincoln 8,	J. P. Colbert, Dean of
University of	Nebraska	Student Affairs
Nebraska Wesleyan Univ.	Lincoln, Nebraska	Clinton B. Gass
Nevada, University of	Reno, Nevada	R. S. Griffin
Newark College of	Newark, 2,	Frank A. Grammer
Engineering	New Jersey	
New Hampshire, Univ. of	Durham, N. H.	William A. Medesy
New Mexico Highlands	Las Vegas,	Ray A. Farmer, Dean of
University	New Mexico	Student Affairs
New Mexico, Univ. of	Albuquerque, N. Mex.	Howard V. Mathany
New York University	New York,	William Bush Baer, Dean
	New York	of University
North Carolina	Raleigh,	Ed L. Cloyd,
State College	North Carolina	Dean of Students
North Carolina,	Chapel Hill,	Fred H. Weaver, Dean of
University of	North Carolina	Student Affairs
North Dakota Agricul-	Fargo, North	C. A. Sevrinson
tural College	Dakota	

North Dakota, University of Northeastern University Northern Illinois State Teachers College Northwestern State College Northwestern University	Grand Forks, North Dakota Boston, Massachusetts DeKalb, Illinois Natchitoches, Louisiana Evanston, Illinois	Donald J. Robertson, Dean of Student Aff. Harold W. Melvin, Dean of Students Ernest E. Hanson Dudley G. Fulton, Dir. of Student Relations James C. McLeod, Dean of Students
Oberlin College Ohio State University Ohio University	Oberlin, Ohio Columbus, Ohio Athens, Ohio	E. F. Bosworth Mylin H. Ross Maurel Hunkins Philip L. Peterson, Associate Dean J. J. Somerville
Ohio Wesleyan Univ. Oklahoma A. & M. College Oklahoma Baptist Univ. Oklahoma City Univ. Oklahoma, Univ. of	Delaware, Ohio Stillwater, Okla. Shawnee, Okla. Oklahoma City, Okla. Norman, Oklahoma	Donald G. Osborn George H. Ryden Paul MacMinn, Dean of Students
Omaha, Univ. of	Omaha, Nebraska	Jay B. MacGregor, Dean of Students
Oregon State College Oregon, University of	Corvallis, Oregon Eugene, Oregon	Dan Poling Donald M. DuShane, Dir. of Student Affairs N. Ray Hawk
Ottawa, University of	Ottawa, Canada	Romeo Legault, O.M.I.
Pacific, College of the Park College Parsons College	Stockton, Calif. Parkville, Mo. Fairfield, Iowa	Edward S. Betz W. B. Dunseth Philip E. Young, Dean of Students
Pennsylvania State University Pittsburgh, Univ. of Polytechnic Institute of Brooklyn Princeton University Principia, The Puerto Rico, University of Purdue University	State College, Pennsylvania Pittsburgh, Pa. Brooklyn 2, New York Princeton, N. J. Elsah, Illinois Mayaguez, Puerto Rico Lafayette, Indiana	Frank J. Simes Theodore W. Biddle Henry Q. Middendorf, Dean of Students Francis R. B. Godolphin John W. Rawsthorne Jose A. Franceschini, Dir. of Stu. Services Donald R. Mallett
Redlands, University of	Redlands, California	Cliff Holmes

Rensselaer Poly- technic Institute	Troy, New York	Richard A. Waite, Jr.
Rhode Island, Univ. of	Kingston, R.I.	John F. Quinn
Rice Institute, The	Houston, Texas	Guy T. McBride, Dean of Students
Ripon College	Ripon, Wisconsin	David L. Harris
Rochester, Univ. of	Rochester, N.Y.	H. Pearce Atkins
Rollins College	Winter Park, Fla.	Joseph Justice, Acting Dean
Rutgers University	New Brunswick, New Jersey	Cornelius B. Boocock Edgar G. Curtin, Associate Dean
San Francisco, University of	San Francisco 17, California	Francis A. Moore, S.J.
San Jose State College	San Jose, Cal.	Stanley Benz
Santa Clara, Univ. of	Santa Clara, Cal.	Raymond Kelley, S.J., Vice-Pres. of Stu.Aff.
St. John's University	Collegeville, Minn.	Boniface J. Axtman
St. Lawrence University	Canton, New York	George K. Brown
St. Olaf College	Northfield, Minn.	Mark Almli
St. Peter's College	Jersey City, N.J.	John W. Tynan, S.J.
South Carolina, University of	Columbia, South Carolina	J. B. Jackson
South Dakota, University of	Vermillion, South Dakota	R. H. Knapp
Southeastern Louisiana College	Hammond, Louisiana	L. E. Chandler, Dean of the Div'n. of Stu. Life
Southern California, University of	Los Angeles, California	Bernard L. Hyink, Dean of Students
Southern Illinois Univ.	Carbondale, Ill.	I. Clark Davis
Southern Methodist University	Dallas 5, Texas	Mayne Longnecker, Dean of Students
Southwestern Louisiana Institute	Lafayette, Louisiana	E. Glynn Abel
Springfield College	Springfield, Mass.	R. William Cheney
Spring Hill College	Spring Hill, Ala.	C. R. Lynette, S.J.
Stanford University	Stanford Univer- sity, Calif.	H. Donald Winbigler, Dean of Students
State University Teachers College	Cortland, N.Y.	A. W. Baisler, Dean of Students
State University Teachers College	Fredonia, N.Y.	Joseph E. Gould
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State University Teachers College	Oneonta, N.Y.	Clifford J. Craven, Dean of Students

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Swarthmore College	Swarthmore, Pa.	Waldo Shumway
Syracuse University	Syracuse 10, N.Y.	Everett Hunt
		Frank Piskor, Vice-Pres.
Taylor University	Upland, Indiana	Wm. D. Green, Dean of Students
Temple University	Philadelphia, Pa.	John A. Brown, Jr.
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Texas College of Arts and Industries	Kingsville, Texas	
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Virginia, University of	Charlottesville, Virginia	Richard B. Fletcher, Dir. of Stu. Affairs

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		Theodore W. Zillman
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